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ABSTRACT

Short evaluations of all instructional materials (books, filmstrips, cassettes, kits) adopted by the State of California in 1974 are given in the fields of English, spelling/handwriting, and literature. Piloted reading materials were also evaluated. The evaluations were performed by two or more local elementary teachers or educators and are summarized under a standard set of headings. There were 56 evaluations of English materials, 18 of spelling/handwriting, 47 of literature, and 29 evaluations of piloted reading materials. These evaluations are intended to aid educators in narrowing their selections. All of the materials are usefully cross-indexed by subject, title, and author. (WH)

ED 094741

AN EVALUATION OF
INSTRUCTIONAL MATERIALS

English, Spelling, Handwriting and Literature
Adopted in California
June, 1974

Teacher Evaluations of Piloted Reading Material Included

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San Mateo County Office of Education
Redwood City, California

1974

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Additional copies of this booklet may be ordered at a cost of $3.50 from:

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FORWARD

The selection of instructional materials from among those adopted by the State of California has been seen by many teachers as a most difficult task. To assist in the wise selection of the most appropriate materials, the San Mateo County Office of Education has undertaken the task of evaluating all materials adopted in the fields of English, Spelling, Handwriting, and Literature in 1974.

It is not the intention of the persons responsible for this volume that selections be made directly from the evaluations contained therein, but it is hoped that this book will enable teachers and consultants to narrow their field of investigation to those few items which will most likely meet the needs of their students.

All of the materials have been evaluated by two or more elementary teachers who are currently teaching in the schools of San Mateo County. The evaluation reports have also been written by local educators.

This evaluation program is a portion of a total program of textbook evaluation conducted by the San Mateo County Office of Education. Included in the project are displays of instructional materials, assistance to Curriculum Commission members in making their recommendations for adoption, and presentations by publishers of their materials. As a total project, it is hoped that the "right book for the right child at the right time" will be available. Teachers in San Mateo County who wish to examine the materials may do so at the San Mateo County Office of Education, Educational Resources Center - Library, 333 Main Street, Redwood City, California, from 8 a.m. to 5 p.m., Monday through Friday, and from 10 a.m. to 2p.m. on Saturdays during the months of September and October, 1974.

The Educational Resources Center had been provided with copies of all textual materials as provided for by law. Publishers of audio visual materials have voluntarily provided us with their materials for evaluation. A few adopted audio-visual materials have not been evaluated due to the reluctance on the part of the publisher to make them available to us.

Prices quoted throughout this volume are the publishers' advertised prices and may vary from the prices quoted by the State of California.

The format of the evaluation is that developed and copyrighted by EPIE (Educational Products Information Exchange) Institute. The Institute trained all of our evaluators and has graciously consented to our use of their instrument. The Institute, in their September 1974 In-Depth Report, have evaluated the Reading adoption. Copies of the EPIE Report should be ordered directly from the Institute.

EPIE Institute
463 West Street
New York, New York 10014

During the EPIE evaluation, there was no opportunity for teachers using the material in pilot programs to provide input into the evaluation. Therefore, San Mateo County has endeavored to search out teachers piloting the Reading programs. The teachers were interviewed by a trained interviewer. The interviewer questioned all of the teachers in the same manner on a standardized form. The teachers were also asked to rate the books on a separate form. This information was then summarized and included herein.

An effort has been made to provide a document which is accurate as possible, but with various individuals responsible for sections there may be some inconsistencies and errors both of commission and omission. It must be realized by the reader that personal opinion and interpretation are inherent in the writing contained herein.

F. Curtis May
Coordinator: Library Resources and Services
San Mateo County Office of Education

SAN MATEO COUNTY
EDUCATIONAL RESOURCES CENTER

SMERC

SMERC provides information service to all educators in San Mateo County and to its participating member groups. Its resources include ERIC (Educational Resources Information Center), FIDO (Fugitive Information Data Organizer), and the Professional Curriculum Library.

The library collection emphasizes new publications in emerging fields of education: new books concerning various disciplines in a broad range of subjects; curriculum guides, policy handbooks, and other school and district publications; more than 700 periodicals and newsletters regularly published by educational organizations and related agencies; directories and pamphlets published by the Office of Education; and displays of audio-visual materials on topics of current interest to educators. Consulting services are provided by the librarian upon the request of school librarians and administrators.

Teacher evaluation of curriculum materials is a new service organized by the staff of the professional library. Elementary teachers work in teams to thoroughly analyze and evaluate new state adoptions. This publication represents the initial product of this project.

Access to a national storehouse of educational research is provided to all San Mateo County teachers and also, through contract, to teachers and administrators outside of San Mateo County. Expert researchers probe the computerized files of ERIC and FIDO upon request of its subscribers. Information packets of microfiched documents, photocopies of journal articles, and bibliographies of abstracted documents are supplied to clients.

ERIC is a nationwide information service established by the U.S. Office of Education to help disseminate the results of educational research and resource information. ERIC consists of two parts: Research in Education (RIE) and Current Index to Journals in Education (CIJE). Information for RIE is supplied to Central ERIC, located in Washington, D.C., by ERIC Clearinghouses, such as the ERIC Clearinghouse on Educational Media and Technology at Stanford. Each Clearinghouse is responsible for acquiring, selecting, abstracting, and indexing educational documents in a specific subject area.

FIDO (Fugitive Information Data Organizer) is a catalog that indexes fugitive materials of local as well as national and international interest. FIDO documents are obtained in several ways: (1) they are sent by educators to SMERC specifically to be placed in FIDO; (2) they are sent because SMERC is the State Curriculum Depository; (3) they are uncovered by members of the SMERC staff on their many trips into participating counties.

SMERC welcomes the active participation of educators in its endeavors. Recommendations for needed services receive careful consideration. A visit to the Center at 333 Main Street in Redwood City will demonstrate the many ways that SMERC can serve you.

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Darnell Williams, 5th Grade Teacher, Burlingame School District

Ilene Ingelmo and Julia Linn Wool interviewed the teachers who piloted the Reading materials and wrote the enclosed report

Special recognition is given to the following districts in San Mateo County who have participated in our Instructional Materials Evaluation Project:

Bayshore Elementary School District
Brisbane Elementary School District
Burlingame Elementary School District
Cabrillo Unified School District
Hillsborough City Elementary School District
Jefferson Elementary School District
La Honda-Pescadero Unified School District
Las Lomitas Elementary School District
Menlo Park City Elementary School District
Millbrae Elementary School District
Portola Valley Elementary School District
Ravenswood City Elementary School District
Redwood City Elementary School District
San Bruno Park Elementary School District
San Carlos Elementary School District
Woodside Elementary School District

The Evaluation Program was guided by a Steering Committee composed of:

- Dr. Elaine Barnes, Administrator, Education, San Mateo County Office of Education
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- Doris Ward, Coordinator, Intergroup Education, San Mateo County Office of Education
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and to Carolyn Gomez, Dolores Weigant, Toni Wells and Maria Foppiano, who typed the entire document.

GLOSSARY OF TERMS

The use of an evaluation instrument necessitated agreement upon the meaning of certain words. Although in the field of education many terms have varied meanings, the following are the definitions used in this document.

One or more of four factors underlie the development of most educational products. These factors and their major components are described below.

I. INSTRUCTIONAL MANAGEMENT PRINCIPLES (i.e., a factor underlying product development was the need to develop materials which could be used in a particular kind of scheme for the management of instruction).

- (a) open classroom -- a flexible arrangement with students and teachers sharing initiative and decisions on objectives, learning tasks, use of resources, assessment, etc. Often employs learning centers, individual, contracts, and individualized record-keeping, permits individual, small group, and large group instruction.
- (b) individual prescription -- student progress on discrete in instructional tasks determines when student should undertake next task in sequence. Can involve different entry points, branching, and recycling. Usually limited to individual instruction. Can involve use of computer for monitoring and prescription.
- (c) developmental status -- teacher decides on entry points and timing for student engagement in various kinds of learning tasks on the basis of estimates of student readiness -- neurological, psychomotor, cognitive or affective.
- (d) behavior modification -- teacher management of student behavior through manipulation of reinforcement contingencies -- especially through tangible rewards such as tokens which can be exchanged for privileges. Often employed as much for classroom "discipline" and control as for promoting learning in subject content areas.

II. SOCIETAL DEMANDS AND POLICIES (i.e., an underlying factor was the producer's response to a perceived societal or legal demand for products in a particular area).

- (a) broad behavioral patterns -- e.g., citizenship, careers, etc.
- (b) current societal interests -- e.g., consumerism, ecology, lack of literacy, drug abuse, adoption of metric system, etc.
- (c) legal requirements -- e.g., state history, elementary hygiene, etc.

III. INSTRUCTIONAL APPROACHES (i.e., an underlying factor was the developer's decision to fill a need for a product suitable for a particular instructional approach).

- (a) didactic approach -- instruction consists of informing students of fact and expert opinion, expecting them to learn what they are told and to apply the rules they are given. Students may be asked to judge for themselves between two sides of a controversy, but are just as likely to be told what the "accepted" side is.
- (b) programed instruction -- a system of individual instruction in which the product itself takes the student through the material to be learned, in very small steps of presentation-and-response, and provides immediate feedback, depending on positive reinforcement to ensure learning.

(c) discovery -- instruction consists of supplying resources and guiding students to an inductive understanding of concepts and principles -- e.g., why pi equals 3.14159, or what Romantic poetry is.

(d) inquiry -- problem-centered instruction, which consists of presenting a problem which the students are expected to solve, exploring the topic on their own and verifying their own findings.

(e) experiential approach -- instruction consists of providing students with experiences which will nurture them, or help them learn on their own, with what is learned varying from student to student.

(f) eclectic approach -- an amalgam of elements from other approaches.

IV. KNOWLEDGE AND SKILLS (i.e., a factor underlying product development was the developer's determination of consumer demand for a product covering certain specific knowledges and skills at given levels of complexity).

A. Types of Knowledge and Skills

(a) verbal knowledge (memory) -- facts and figures, definitions, information, summarizing.

(b) subject skills -- e.g., word attack, long division, interpreting maps and charts, composing.

(c) cognitive skills or processes -- concept formation, rule-using, problem-solving, evaluating.

(d) social skills and understanding -- developing self concept, interpersonal understanding, cooperation on tasks, group decision-making.

(e) affective skills and understanding -- attitudes, interests, feelings.

(f) valuing -- acquiring and adhering to social, moral, and aesthetic values; value clarification.

(g) perceptual-motor skills (kinesthetic) -- eye-hand coordenation, auditory and visual discrimination, motor chaining.

B. Complexity Levels of Knowledges and Skills

(a) basic level -- making simple associations, classifying, forming concepts, making multiple discrimination: e.g., learning new language sounds; copying letters or shapes in writing; acquiring a concept of "animal," "numeral," "good," "anger," etc.; learning phoneme-grapheme correspondences.

(b) middle range -- combining simple associations into sequences or chains: e.g., handwriting or typing, reciting a poem, doing long division, writing a computer program, learning geometric proofs, relating interests to job possibilities, agreeing to necessity for cooperation.

(c) advanced level -- adaptation to new situations, creating, problem-solving: e.g., writing a short story, fluency in a foreign language, summarizing and analyzing an editorial in the local paper, cooperating in a group attack on local ecology problems, initiating cooperation.

GLOSSARY OF ABBREVIATIONS

Abbreviation	Term
a.k.	answer key
alt.	alternate
ed.	edition
f/s/	filmstrip
n/a	not available
noncom	nonconsumable
oper log	operations log
pap	paper
ppl	pupil
sp/m	spirit master
txt	textbook
t.e.	teacher edition
t.g.	teacher guide
t.m.	teacher manual
w.b. wkbk	workbook
w/cass	with cassette
w/rec	with record

Abbreviation	Grade Level
pre	preschool
K	kindergarten
pp	pre-primary
prim	primary
inter	intermediate
HS	high school
coll	college

HOW TO USE THIS INSTRUMENT

1. It is stressed that the evaluators hope that educators will not make final selections from this document. It should be used to narrow the choice of materials, but the user is urged to carefully examine the most likely items prior to purchase.

2. The evaluators have made every effort to critically evaluate materials objectively. Nevertheless, it must be mentioned that the teaching style of the individuals involved may have influenced their perception of the items. Therefore, teachers are urged to investigate the materials themselves if they feel that the materials might be of value. In addition, many materials lend themselves to uses other than that specified by the publisher.

3. Through indexes in the back of this volume, materials may be found either by author or title.

4. The basic volume is organized into three sections: English, Spelling/Handwriting, and Literature. A separate section is included citing the reactions of teachers who have piloted newly-adopted Reading materials.

5. The Table of Contents which follows may be used in two ways:

    a. The contents are listed in the order in which the evaluations appear. Thus, the reader may scan all of the materials which are available in each subject area.

    b. A matrix is provided for each section which will allow the reader to select rapidly those items which will probably be of the greatest interest. Thus, you may select only those items recommended for a particular grade level or may combine grade level with a specific type of material or teaching approach.

ENGLISH	PUBLISHERS GRADE LEVEL	ADOPTED GRADE LEVEL	TYPE OF MATERIAL						APPROACH											EMPHASIS								PAGE
			Textbook	Series	System	Set	Kit	Other	Composition	Language Analysis	Language Mechanism	Traditional	Transformational	Eclectic	Programmed	Thematic	Oral Language	Listening	Other	Listening	Oral Language	Grammar	Formal Composition	Creative Writing	Poetry Writing	Concept Formation	Other	
Addison-Wesley Publishing Company																												
WORKJOBS	K	K						●						●												●	●	2
SUCCESS IN WRITING SERIES '74	NG	8		●					●														●					4
ON MY MIND: WRITING SERIES	7&8	8		●					●														●					6
American Book Company																												
PATTERNS OF LANGUAGE SERIES	1-8	MG		●										●						●	●	●	●			●	●	8
Benefic Press																												
ORAL READING AND LINGUISTICS	PP-6	NG		●													●	●		●	●							11
Bowmar Publishing Company																												
BOWMAR LANGUAGE STIMULUS PROGRAM	3-6	4			●											●				●	●			●	●	●		13
Cambridge Book Company																												
CAMBRIDGE SKILL POWER SERIES	7&8	7	●							●	●		●		●							●						15
Coronet Instructional Media																												
STORIES ABOUT SHAPES	Pre& Prim	NG					●									●										●	●	17
PUNCTUATION POWER	Inter	NG					●				●											●						18
WORDS ARE FUN	3&4	NG					●			●		●			●			●				●						20
REPORT WRITING SKILLS	Inter	NG					●		●		●				●			●					●				●	22
WRITING SHORT STORIES	HS & Coll	NG					●		●										●				●					24
LISTENING WITH A PURPOSE	6	NG					●								●			●		●				●		●		26
Doubleday Multimedia																												
COMPOSTION STARTERS	NG	NG		●	●		●		●							●			●					●				28
The Economy Company																												
BASE	5&6	NG					●			●					●											●		31
KEYS TO GOOD ENGLISH SERIES	Not spec	7		●					●	●	●	●										●	●					33
Encyclopaedia Britannica Ed. Corp.																												
ABOUT ME	4-6	5	●													●	●	●		●	●					●	●	35
COMPOSITION SKILLS	NG	NG				●			●		●											●	●					37
Follett Publishing Company																												
THE WORLD OF LANGUAGE SERIES	K-8	MG	●	●				●				●	●				●	●		●	●					●		39

ENGLISH	PUBLISHERS GRADE LEVEL	ADOPTED GRADE LEVEL	TYPE OF MATERIAL						APPROACH											EMPHASIS								PAGE
			Textbook	Series	System	Set	Kit	Other	Composition	Language Analysis	Language Mechanism	Traditional	Transformational	Eclectic	Programmed	Thematic	Oral Language	Listening	Other	Listening	Oral Language	Grammar	Formal Composition	Creative Writing	Poetry Writing	Concept Formation	Other	
Ginn and Company																												
GINN ELEMENTARY ENGLISH SERIES	1-6	MG		●					●	●	●	●					●	●		●	●	●	●			●		41
GINN ELEMENTS OF ENGLISH	7&8	8	●	●					●	●	●	●										●	●	●		●		43
PROGRAM BUILD, BASIC UNDERSTANDING IN LANGUAGE DEVELOPMENT	1&2	1				●			●	●	●		●	●			●	●			●					●		45
VOICES IN LITERATURE	7&8	7		●					●	●	●		●			●	●	●	●	●	●		●			●		48
ORAL AND WRITTEN COMPOSITION	7&8	7	●	●		●			●	●							●			●			●	●		●		50
A PROGRAMED APPROACH TO WRITING	HS	7		●					●						●								●					53
Globe Book Company																												
PATHWAYS TO THE WORLD OF ENGLISH	7	7	●	●					●	●	●			●		●	●		●		●			●		●	●	55
WRITE NOW!	not spec	7	●						●															●	●	●		57
ENGLISH EVERYWHERE	8	7	●						●	●	●	●				●	●				●	●	●	●		●		59
Harcourt Brace Jovanovich, Inc.																												
ENGLISH GRAMMAR AND COMPOSITION	7&8	7	●	●					●	●	●	●										●				●		61
COMPOSITION: MODELS & EXCERCISES	7&8	7	●	●					●														●					63
LANGUAGE FOR DAILY USE SERIES	K-8	MG&8		●					●	●	●	●					●	●		●	●	●	●			●		65
ENGLISH 2200	7&8	7	●								●				●							●				●		68
Harper and Row Publishers, Inc.																												
NEW DIRECTIONS IN ENGLISH	1-8	MG	●	●					●	●	●			●		●	●	●	●	●	●	●	●	●	●	●	●	70
BASIC LANGUAGE	7&8	8	●	●					●	●	●	●								●	●	●	●			●		72
MAKING IT STRANGE	3-8	4		●					●											●	●		●	●	●			74
D. C. Heath and Company																												
COMMUNICATING: THE HEATH ENGLISH SERIES	1-6	MG		●				●		●	●		●				●	●		●	●	●						76
Holt, Rinehart & Winston, Inc.																												
THE ARTS AND SKILLS OF ENGLISH	1-6	MG	●	●		●			●	●	●	●					●	●		●	●	●	●	●	●	●		79
CONCEPTS IN COMMUNICATION SERIES	7&8	8	●	●					●															●				82
Houghton Mifflin Company																												
INTERACTION	K-13	NG			●									●		●			●	●	●	●		●	●	●		83

ENGLISH	PUBLISHERS GRADE LEVEL	ADOPTED GRADE LEVEL	TYPE OF MATERIAL						APPROACH											EMPHASIS								PAGE
			Textbook	Series	System	Set	Kit	Other	Composition	Language Analysis	Language Mechanism	Traditional	Transformational	Eclectic	Programmed	Thematic	Oral Language	Listening	Other	Listening	Oral Language	Grammar	Formal Composition	Creative Writing	Poetry Writing	Concept Formation	Other	
Knowledge Aid																												
EXPRESSIVE WRITING	Inter &7	7			●		●		●							●		●		●			●	●		●		91
Laidlaw Brothers																												
THE LAIDLAW LANGUAGE EXPERIENCES PROGRAM	K-8	MG&8	●	●					●	●	●		●				●	●	●	●	●	●	●	●	●	●	●	93
Listener Educational Enterprises																												
IT'S OK TO BE ME	K-4	4					●									●	●	●		●	●					●		96
Macmillan Library Services																												
AUDIO-VISUAL ENGLISH	NG	NG			●												●	●		●	●					●		98
Macmillan Publishing Company, Inc.																												
MACMILLAN ENGLISH SERIES	K-8	MG	●	●					●	●	●	●					●					●	●	●				100
COMPOSING LANGUAGE	1-8	MG&8	●	●			●	●	●	●	●		●	●			●	●		●	●	●	●	●	●	●		102
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McGraw-Hill, Webster Division																												
AMERICAN LANGUAGE TODAY	1-6	MG		●					●	●	●			●		●	●	●		●	●	●	●	●		●		109
AMERICAN ENGLISH TODAY	7&8	8	●	●				●	●	●	●	●									●	●	●	●		●		111
Random House, Inc.																												
THE WRITING BUG		4	NOT MADE AVAILABLE FOR EVALUATION																									
LANGUAGE ARTS SKILLCENTER	NG	NG					●			●	●	●			●							●						113
ENJOYING ENGLISH	2-8	MG&8	●	●					●	●	●	●					●	●		●	●	●	●		●	●		115
THE RANDOM HOUSE ENGLISH SERIES	8	8	●	●					●	●	●						●	●		●	●		●	●	●	●		117
PRIDE IN LANGUAGE SERIES	7&8	7	●	●					●	●	●	●	●				●	●		●	●	●	●	●		●		119
Reader's Digest Services, Inc.																												
WRITE TO COMMUNICATE: THE LANGUAGE ARTS IN PROCESS		NG	NOT MADE AVAILABLE FOR EVALUATION																									
Science Research Associates																												
DISTAR INSTRUCTIONAL SYSTEM		K-1-2	NOT MADE AVAILABLE FOR EVALUATION																									
Scott, Foresman and Company																												
LANGUAGE AND HOW TO USE IT	K-6	MG	●	●						●	●			●				●		●		●		●				121

ENGLISH	PUBLISHERS GRADE LEVEL	ADOPTED GRADE LEVEL	TYPE OF MATERIAL						APPROACH											EMPHASIS								PAGE
			Textbook	Series	System	Set	Kit	Other	Composition	Language Analysis	Language Mechanism	Traditional	Transformational	Eclectic	Programmed	Thematic	Oral Language	Listening	Other	Listening	Oral Language	Grammar	Formal Composition	Creative Writing	Poetry Writing	Concept Formation	Other	
Scott, Foresman and Company																												
LANGUAGE ACTIVITIES KIT		K	NOT MADE AVAILABLE FOR EVALUATION																									
USAGE FILE OF AMERICAN ENGLISH	7&8	7	●						●	●	●	●					●				●	●					●	123
Winston Press																												
THE WRITING CENTER	4-6	4					●		●							●								●				125

SPELLING / HANDWRITING	PUBLISHERS GRADE LEVEL	ADOPTED GRADE LEVEL	TYPE OF MATERIAL					APPROACH					PAGE
			Textbook	Series	System	Set	Kit	Individualized	Language Experience	Spelling Patterns	Programmed	Other	
The Economy Company CONTINUOUS PROGRESS IN SPELLING	1-6	NG & K					●	●		●			128
Educational Development Corporation SPELLING PROGRESS LABORATORY		1-8	NOT MADE AVAILABLE FOR EVALUATION										
Follett Publishing Company SPELLING AND WRITING PATTERNS	MG	NG		●		●		●	●	●			130
General Learning Corporation/Silver Burdett Division SPELL CORRECTLY SERIES	1-8	MG(1-6)8	●	●				●	●	●			133
Ginn and Company GINN INDIVIDUALIZED SPELLING PROGRAM	2-8	NG					●	●		●	●		135
Harper & Row, Publishers, Inc. THE READING ROAD TO SPELLING	MG(1-6) 7-8	MG(1-6)8	●	●				●	●	●			137
Houghton Mifflin Company POWER TO SPELL	1-8	MG(1-6)8	●	●					●	●			139
J. B. Lippincott Company BASIC SPELLING SERIES	K-8	MG(1-6)8		●						●			141
Lyons and Carnahan WORD BOOK SPELLING PROGRAM	1-8	MG(1-6)8			●				●	●			143
McCormick Mathers Publishing Company SKILLS IN SPELLING	1-8	MG(1-6)8	●	●				●	●	●			146
McGraw Hill Book Company BASIC GOALS IN SPELLING	1-8	MG(1-6)8		●	●					●			148
Noble and Noble, Publishers, Inc. BETTER HANDWRITING FOR YOU	1-8	1-5		●									151
SPELL/WRITE SERIES	MG(1-6)	MG(1-6)8	●	●						●		●	153
A. N. Palmer Company PALMER METHOD-WE LEARN AND WRITE SERIES	K-6	MG (1-6)	●	●									155
Science Research Associates, Inc. WORDS AND PATTERNS	1-8	MG(1-6)7	●	●						●	●		157
Scott, Foresman and Company SPELLING OUR LANGUAGE	1-8	MG(1-6)8	●	●					●	●			160

SPELLING / HANDWRITING	PUBLISHERS GRADE LEVEL	ADOPTED GRADE LEVEL	TYPE OF MATERIAL					APPROACH					PAGE
			Textbook	Series	System	Set	Kit	Individualized	Language Experience	Spelling Patterns	Programmed	Other	
Scott, Foresman and Company													
WRITING OUR LANGUAGE	1-6	MG(1-6)8		●									163
WRITING OUR LANGUAGE Proofchecker		2	NOT MADE AVAILABLE FOR EVALUATION										
TYPING OUR LANGUAGE	5-8	7	●		●								165
Steck-Vaughn Company													
IMAGINARY LINE HANDWRITING SERIES	K-8	NG	●	●									167

LITERATURE	PUBLISHERS GRADE LEVEL	ADOPTED GRADE LEVEL	TYPE OF MATERIAL							APPROACH				BINDING		PAGE
			Textbook	Series	System	Set	Kit	Tradebook	Anthology	Poetry	Drama	Prose/Fiction	Prose/Non-Fiction	Paperback	Hardbound	
Addison Wesley Publishing Co.																
VOICES OF MAN SERIES	7-9	7		●					●	●	●	●	●	●		170
Birch Grove Productions																
THE HIDDEN HOUSEBOAT	4	NG	●									●		●		172
Bowmar Publishing Company																
BEST IN CHILDREN'S LITERATURE SERIES I		1	NOT MADE AVAILABLE FOR EVALUATION													
BEST IN CHILDREN'S LITERATURE SERIES II		2	NOT MADE AVAILABLE FOR EVALUATION													
BEST IN CHILDREN'S LITERATURE SERIES III	K-4	3			●		●			●		●		●		174
Doubleday and Company																
NOMI AND THE MAGIC FISH	K-3	NG	●									●			●	177
Educational Development Corp.																
AMERICAN INDIAN MYTHS		5	NOT MADE AVAILABLE FOR EVALUATION													
TALES FOR YOUNG IMAGINATIONS		5	NOT MADE AVAILABLE FOR EVALUATION													
STORIES FROM OTHER LANDS		6	NOT MADE AVAILABLE FOR EVALUATION													
TALES FROM THE GRIMM BROTHERS		6	NOT MADE AVAILABLE FOR EVALUATION													
Encyclopaedia Britannica Educational Corporation																
ON STAGE: WALLY, BERTHA AND YOU	K-3	NG					●				●					178
AFRICAN FOLK TALES	NG	4			●	●						●				180
GREAT MYTHS OF GREECE		8	NOT MADE AVAILABLE FOR EVALUATION													
CLASSIC FAIRY TALES	Prim	NG					●					●		●		182
Field Educational Publications																
THE FIELD LITERATURE PROGRAM	K-8	MG-7	●	●						●		●	●		●	184
Ginn and Company																
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE	7-8	8	●	●	●					●	●	●	●	●	●	186
READING 360: MAGIC CIRCLE BOOKS	2	2				●						●	●	●	●	188

LITERATURE	PUBLISHERS GRADE LEVEL	ADOPTED GRADE LEVEL	TYPE OF MATERIAL							APPROACH				BIND-ING		PAGE
			Textbook	Series	System	Set	Kit	Tradebook	Anthology	Poetry	Drama	Prose/Fiction	Prose/Non-Fiction	Paperback	Hardbound	
Globe Book Company																
MODERN SHORT BIOGRAPHIES	7	7	●										●	●		190
RUSH HOUR	8	7	●									●	●	●		192
BLACK POETRY FOR ALL AMERICANS	7	7	●						●	●				●		194
Guidance Associates																
NOISY NANCY NORRIS	Prim	NG					●					●				196
ELEMENTARY FOLKTALE SERIES	NG	NG					●					●				198
THE POETIC EXPERIENCE	8	8				●			●	●						201
THE WORLD OF MARK TWAIN	NG	8					●					●	●			203
JACK LONDON: A LIFE OF ADVENTURE		8	NOT MADE AVAILABLE FOR EVALUATION													
MYTHOLOGY IS ALIVE AND WELL	8	8				●						●				205
Harcourt Brace Jovanovich, Inc.																
LITERATURE: USES OF THE IMAGINATION	7-8	7	●	●					●	●	●	●	●	●		207
LITERATURE READERS	4-6	MG		●						●	●	●	●		●	210
Harper and Row, Publishers, Inc.																
SCOPE READING	7-8	8	●	●					●	●	●	●	●		●	212
DESIGN FOR READING PAPERBACK MODULES	4-5-6	4 & 5		●		●	●					●	●	●		214
Holt, Rinehart & Winston, Inc.																
SOUNDS OF LANGUAGE	K-8	MG		●						●	●	●			●	216
HOLT IMPACT PROGRAM	7-8	8	●	●	●					●	●	●	●	●		219
CONCEPTS IN LITERATURE	7	7	●	●					●	●	●	●			●	222
INSTANT READERS	Prim	1		●			●	●		●		●			●	224
SATELLITE BOOKS	2 & 5	2 & 5	●	●					●			●	●	●		227
Houghton Mifflin Company																
MOMENTS IN LITERATURE	7-8	7	●	●		●				●	●	●	●		●	229
AFRO AMERICAN LITERATURE	8	8	●	●						●	●	●	●	●		231
MULTI ETHNIC LITERATURE	NG	7	●			●			●	●	●	●	●	●		233

LITERATURE	PUBLISHERS GRADE LEVEL	ADOPTED GRADE LEVEL	TYPE OF MATERIAL							APPROACH				BINDING		PAGE
			Textbook	Series	System	Set	Kit	Tradebook	Anthology	Poetry	Drama	Prose/Fiction	Prose/Non-Fiction	Paperback	Hardbound	
Leswing Press, Inc.																
READING IS ONLY THE TIGER'S TAIL	K-9	NG	●	●								●	●	●	●	235
BLACK GIBRALTAR	8	8	●							●				●		238
MULTI-ETHNIC FOLKTALES	NG	4					●					●				240
Listener Educational Enterprises																
LISTENER CLASSIC SERIES	NG	7		●			●					●				242
Macmillan Library Service																
AFRICAN LEGENDS AND FOLKTALES	NG	5			●							●				244
Macmillan Publishing Company																
THE TEMPO SERIES	8	8		●					●	●	●	●	●	●		246
LITERARY HERITAGE	7-8	7	●							●	●	●	●	●		248
McDougal, Littel and Company																
MAN	7-8		●	●					●	●	●	●	●	●		250
Pied Piper Productions																
LITERATURE FOR CHILDREN SERIES	4-6	NG		●	●		●			●		●	●			252
Rand McNally and Company																
VOICES	7-8	8	●	●					●	●				●		254
Random House																
AWARE	4-6	4				●			●	●				●		256
Scott Foresman and Company																
THE BRIGHT HORIZONS PROGRAM	1-6	MG	●	●						●		●			●	258
READ ALOUD LIBRARY		2	NOT MADE AVAILABLE FOR EVALUATION													
READ ALOUD ANTHOLOGY	4-6	5	●	●					●	●		●	●	●		260
THE AMERICA READS PROGRAM	7-8	8		●						●	●	●	●		●	262
THE GALAXY PROGRAM	7-8	7 & 8	●				●		●	●	●	●	●	●	●	264
Simon and Schuster, Inc.																
AMERICANS ALL READING KIT	NG	MG				●	●	●			●	●	●	●		266
Steck-Vaughn Company																
HUMAN VALUES SERIES	NG	NG	●	●								●	●		●	268

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ENGLISH

WORKJOBS, by Mary B. Lorton

Adopted materials:

Gr. K WORKJOBS

Addison-Wesley Publishing Company

Publisher's Price:

Not available

Copyright: 1972

Curriculum Role: Resource book for teachers in Language and Mathematics

Publisher's Grade Level: Pre-school and Primary

Student Audience: Slow, Average, Gifted

Instructional Approach: Eclectic

Emphasis: Readiness, Concept formation

Related Materials: Limited number are required and described with specificity

General Description

This spiral bound 8½" x 11" book was written by a teacher for teachers. It contains over 250 pages of creative ideas for developing activity-centered learning projects for the pre-school and primary student in the areas of language and mathematics. The author, Mary Baratta Lorton, believes that children should be actively involved with materials. Her rationale for writing the book was to supply material to use in an open classroom, for individual prescriptions or as part of a developmental program.

Product Usableness

The analysts of Workjobs found the content to be accurate throughout. Characteristics such as racial, religious, sex or ethnic discrimination are not considerations. The overall technical quality was rated high. This includes editing, clarity of presentation, paper, printing and photographic quality. The analysts felt it would take a teacher about a month to prepare materials to begin implementing the activities in this book, with contingency preparation throughout the year.

Goals and Objectives

The general goal for this book is fully specified. The author states that the teacher will help the child learn to make generalizations through manipulative involvement in activities along with verbalization of the experience.

The objectives are also fully specified and it is anticipated they will produce the same results for all learners. At least one specific objective is listed for each activity which states the type of behavior expected and the conditions under which it will appear. For example, an activity is described to develop small-muscle and hand-eye coordination; to learn skills for dressing and undressing; to snap, button, hook, zip, tie and buckle.

The goals and objectives in this book emphasize basic verbal knowledge, subject skills, social skills and perceptual-motor skills. They reflect a discovery approach and an inquiry approach to learning.

Scope and Sequence

The basis for the scope of Workjobs is implied in the layout of the book and reflects the need to acquire the same knowledge and skills as specified for the goals and objectives. The coverage in the book overall is broad and flexible, that is, teachers pick and choose activities from throughout the book.

The sequencing is left entirely to the teacher. It is based on an order determined by some logic other than chronology. Progression through the sequences is open-ended and provides for the development of generalizations.

Methodology

The methodology for the use of Workjobs is specified in the description of each activity. It

(continued)

requires active participation by the students who discover oral language and mathematics through activity-centered learning. The methodology takes individual differences into account and provides for them. The choice of activities and the learning environment are left to the teacher.

Evaluation

Evaluation in this book is dealt with in an informal manner. It is up to the teacher to devise his or her own method of evaluating the activities.

Overall Comment

In content and presentation, Workjobs has much to recommend it. The methodology seems to be especially appropriate for attaining critically important objectives. The book is written with teachers in mind, giving specific direction for the preparation and presentation of many creative learning activities. Perhaps the weakest feature is the lack of specific suggestions for evaluating the success of these activities.

The analysts mentioned several strenghths of Workjobs. They pointed out the clarity of specific instructions for developing learning tasks, the overall creativity; the usableness in developing individualized programs; and the appropriateness to Early Childhood programs.

Workjobs was rated 15 on a 1 (low) to 19 (high) scale by both analysts.

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SUCCESS IN WRITING SERIES '74		Addison-Wesley Publishing Company
Adopted materials:		Publisher's Price:
Gr. 8	BOOK 1	2.25 t.m. 1.05
	BOOK 2	2.25 t.m. 1.05

Copyright: 1968, 1974

Curriculum Role: English Composition

Publisher's Grade Level: 7-8 (8th grade on matrix)

Student Audience: Slow, average, gifted

Instructional Approach: Composition

Emphasis: Formal Composition

Components: Two student books; 2 teacher manuals

General Description

Success in Writing consists of two paperback student texts and two teacher's manuals. The program is planned to build success into the student's writing experience by helping him discover and develop the skills and qualities that produce good writing. The publishers recommend that this program be the major resource for the study of composition in junior high school.

The program was written by Joyce Steward, Professor of English at the University of Wisconsin, and Marion McKinney, English Department Chairman at York High School in Elmhurst, Illinois. Their rationale for writing the books was that good writing is accomplished by having the student analyze examples of literary selections, and then apply the knowledge gained from the reading and class discussions to the writing assignments provided in the text.

Product Usableness

The analysts of Success in Writing felt the content of the books is accurate. They point out that the literary selections used as models were chosen from very traditional materials so that racial, religious, sex, ethnic, sectional and occupational discrimination are not a consideration.

In terms of technical quality, the care in editing and paper quality were rated "average;" clarity of presentation was somewhere between "average and high;" and prose style, grammar, economy of language and printing quality were given a "high" rating. A rating of "low" was given to interest to the target group and to the binding. It was felt the price is too high for this book.

Although no specific training is required, the teacher who chooses to use this program should plan to spend at least a half hour preparing for each class session.

Goals and Objectives

The general goal specified in the introduction to the Teacher's Guide is "To build success into the students' writing experience."

The authors state as their objective that the student will discover and develop skills and qualities which produce good writing. Specific objectives must be written by the teacher based on the material in each lesson.

The goal and objective of the program emphasizes cognative skills and processes, verbal knowledge and subject skills, at a middle to advanced complexity level. Also emphasized are affective skills and understanding and valuing at an average complexity level.

The goals and objectives of Success in Writing reflect a didactic and/or discovery approach in a traditional classroom setting.

Scope and Sequence

The scope of this composition program is specified in the books and works toward the acquisition of the same knowledges and skills at approximately the same levels of complexity as indicated in the section on Goals and Objectives. The scope of Book 2 is designed at a slightly higher degree of complexity than Book 1. This program takes the narrow subject of composition, treats it in considerable detail, and puts all students through at the same rate.

The sequence is hinted at by the authors, although they state chapters could be rearranged or even taught more than once. They do indicate, however, that they feel they have presented a sequential study of composition that progresses from simple to complex concepts. Entry into these books is the same for all students, depending on the wishes of the teacher.

Methodology

A didactic, discovery methodology is implied by the characteristics of Success in Writing. It is suitable for use in a traditional classroom and requires that the student actively participate in reading the literature selections, discussions with the rest of the class, and writing compositions. The analysts found the learning environment for this program to be closed, allowing little flexibility. The students are expected to read and discuss a model, then to write a composition based on that model, rather than about a subject of more interest to the student.

Evaluation

It is up to the teacher to evaluate the degree of each students' success in this program. Just as the specific learning objectives must be determined by the teacher, so, too, must the evaluative criteria be established to determine mastery.

Overall Comment

The overall evaluation by the team of analysts was not good. They felt the program could best be used with senior high students who have an interest in technical writing. The only method of evaluation is to examine the writing of a student. This does not indicate whether a student came to the course already having mastered a specific skill, or if he learned it in current studies. In any case, it is felt the program would not motivate the average or below average student. The model readings are dull and uninspirational, and would be effective only with the highly motivated student who was interested not in creativity, but in mastering technical writing.

Rated 5 and 9 on a scale of 1(low) to 19(high).

ON MY MIND: WRITING SERIES, by Alex McKay and John MacKenzie — Addison-Wesley Publishing Company

Adopted materials:		Publisher's Price:
Gr. 8	WHAT'S IT ALL ABOUT?--First Book	.99
	WHAT'S IT ALL ABOUT?--Second Book	.99
	Teachers guide	.75
	WHAT DOES IT TAKE?--First Book	.99
	WHAT DOES IT TAKE?--Second Book	.99
	Teachers guide	.75

Copyright: 1972

Curriculum Role: Composition

Publisher's Grade Level: 7th and 8th (8th on Matrix)

Student Audience: Slow and average

Instructional Approach: Composition

Emphasis: Formal Composition

Components: Four books, two teacher's manuals

General Description

The publisher of this writing series, Addison-Wesley Publishing Company, designated the program for use in the 7th and 8th grade. They recommend What's It All About? for grade 7 and What Does It Take? for grade 8. However, the State Commission has put the entire program in one slot for grade 8. The program consists of two worktexts for each title and one Teacher's Manual for each title. All of the books are paperback.

Written by Alex McKay, English Department Chairman of J. Taylor Finley Junior High School in Huntington, New York, and John MacKenzie former English Department Chairman at Toaz Junior High School, Huntington, New York. On My Mind was designed to provide material that would immediately stimulate the use of the written word for communication and self-expression.

Thinking is emphasized throughout the series and the student is asked to use a variety of writing styles from narration, description, exposition, and persuasion to poetry, letters, advertisements and song lyrics. There are three main strands of content running through the books: 1) the individual and his concern for himself, 2) the individual's relationship to the world around him, and 3) the world of the imagination.

The Teacher's Manual has three steps for each lesson. Background and factual information regarding the lesson is included in "Concept and Approach." "Introducing and Teaching the Lesson" gives suggestions such as questions to ask and alternative ideas if the writing assignment seems too difficult. The final step, "Follow-up" gives further discussion ideas, suggestions for radio or TV broadcasts, drawings, etc.

Product Usableness

The content of the program was considered accurate by the analysts. They felt racial, sex and ethnic discrimination were carefully avoided and religious, sectional and occupational discrimination were not considerations.

In general the technical quality was given a high rating. This includes care in editing, clarity of presentation, prose style, grammar, economy of language, interest for the target population, paper quality, and quality of photography. An average rating was given to the printing quality and binding. It was pointed out that the similarity in the colors of the background and lettering on the cover of What's It All About? makes it too difficult not only to read the title, but to distinguish Book 1 from Book 2.

The analysts felt that no specific training would be required for a teacher to implement the program, and only a minimal amount of daily preparation would be necessary.

There was disagreement over whether the price of the books is justified.

Goals and Objectives

The goal of this program as specified on page 1 of the Teacher's Manual is "to provide students who do not respond to the academically-oriented composition program with material whose immediacy stimulates the use of the written word for communication and self expression."

Along with specific objectives a teacher would have to extrapolate from each lesson on the basis of content. The authors have indicated certain objectives for the total program:

1. Verbalize a problem, identify the problem's component parts, consider alternatives, arrive at conclusions and evaluate them.
2. Use the written word to communicate and to express himself.
3. Develop fluency.
4. Become aware of obligations as a writer.

These goals and objectives emphasize verbal knowledge, subject skills, cognitive skills and processes, social skills and understanding, affective skills and understanding and valuing at a middle complexity level. They are concerned with using the materials in an open classroom and/or in connection with readiness. They reflect a discovery approach and an inquiry approach.

Scope and Sequence

The basis of the scope of On My Mind is specified in the product and is interested in the acquisition of the same knowledges and skills as emphasized in the goals and objectives. The program deals with the subject of composition in depth and presents the same material to all students.

Sequencing of the program is recommended by the authors and is based on a progression from simple to complex concepts. It is anticipated that all students will enter the program at the same place and progress through the sequences at the same rate. The progression does allow, however, for the learner to try possibilities or alternatives before moving on.

Methodology

The methodology for using On My Mind are specified in the Teacher's Manual and can be labeled discovery, inquiry and/or experiential. It is equally suited for use in an open classroom, for developmental purposes or in a traditional classroom. These methods are aimed at imparting the same knowledges and skills as referred to earlier. Active participation is required of the student and alternatives are suggested in the Teacher's Manual to provide for individual differences.

Evaluation

Whereas diagnostic measures are not included in this program, student compositions and behavior can be used to evaluate mastery of each chapter.

The Teacher's Manual contains a lengthy section on "Evaluation" which suggests that a teacher should look at a student's starting point and recognize movements when and where it occurs. The authors talk about five forms of evaluation: student evaluation of one another, class evaluation, teacher evaluation, exposure as evaluation and self-evaluation.

Overall Comment

The analysts of On My Mind feel this program could be used in any setting, including an individualized situation. They feel it would meet its goals and objectives in that it would maintain a high level of interest and would be very effective in stimulating a non-writer to write. The greatest drawbacks they note are the lack of diagnosis prior to entering the program and the lack of a formal system of evaluation upon completion of it. Particularly strong points are the emphasis the program places on feelings, attitudes, problems, and issues, and the direction it provides for students to draw from their own personal experiences.

Rated 17 and 13 on a scale of 1(low) to 19(high).

PATTERNS OF LANGUAGE SERIES, by Martin Fillmer, et al

American Book Company, A Div. of Litton
Educational Publishing, Inc.

Adopted materials:		Publisher's Price:			
Multi-Graded	LEVEL 1 - BLUE	1.98	t.e. 1.98		
	LEVEL 2 - ORANGE	2.07	t.e. 2.07		
	LEVEL 3 - GREEN	3.87	t.e. 3.87	tests 21 sp/m	4.29
	LEVEL 4 - RED	3.99	t.e. 3.99	tests 17 sp/m	3.51
	LEVEL 5 - PURPLE	4.08	t.e. 4.08	tests 18 sp/m	3.72
	LEVEL 6 - YELLOW	4.17	t.e. 4.17		
Grade 8	LEVEL 7 - COPPER	4.86	t.e. 4.86		
	LEVEL 8 - AQUA	4.86	t.e. 4.86		

Not adopted:

Filmstrips/w cassette 3-8	price not available
tests 29 sp/m	5.91
tests 32 sp/m	6.51
tests 21 sp/m	4.29
tests 21 sp/m	4.29
tests 26 sp/m	5.31

Copyright: 1973

Curriculum Role: Multi-graded Language Program

Publisher's Grade Level: 1-8

Student Audience: Average, gifted

Instructional Approach: Eclectic

Emphasis: Total Language

Related Materials: Filmstrips/Cassette 3-8 not adopted

General Description

A total language arts program, Patterns of Language is a series for grades 1-8 that emphasizes and interweaves listening, speaking, reading and writing. It is built on nine strands: literature, creative thinking, listening, written and oral composition, modern grammar, the history and nature of language, study skills, usage and patterns of language.

The total program consists of a text book for each level plus tests on spirit duplicating masters and filmstrips with cassettes for levels 3-8. It should be noted that the sound filmstrips were not adopted nor were the tests for levels 1, 2, 6, 7 and 8.

Levels 1 and 2 are consumable; levels 3-8 are hardbound. The teacher's guides are spiral bound with the student text reduced in the middle and teacher information on the sides.

Each teacher's edition is designed to reduce planning time to a minimum. A scope-and-sequence chart of all levels is provided so the teacher can see what a child has already learned as well as what will be expected in the future. The plan for each lesson includes background information on the topic, specific instructional objectives, the process for learning, and the procedures to follow, including introduction, presentation and follow-up activities.

The authors, H. Thompson Fillmer, Ann Lefcourt, Nell C. Thompson, George E. Coon and Barbara Cramer, state they have designed the lessons in such a way as to help pupils come to certain generalizations on their own. Once these generalizations are reached, further activities are designed to give opportunities for students to apply them.

Product Usableness

The content of Patterns of Language was considered accurate by the analysts. They felt the

PATTERNS OF LANGUAGE Series, by Martin Fillmer, et al American Book Company, A Div. of Litton Educational Publishing, Inc.

(continued)

program was written in such a way that religious, ethnic, sectional and occupational discrimination were carefully avoided. However, they found that illustrations showed women in traditional roles only.

An average to high rating was given to most attributes of technical quality. A "low" rating was given to economy of language. The analysts felt the vocabulary at any given level was too difficult. It was felt that although no specific training would be required to implement the program, a teacher would need to spend at least a half hour preparing for each lesson.

Goals and Objectives

The general goal of this program, as stated on page 2 in each teacher's guide, is "to provide young people with opportunities to explore all facets of their language--of how language works as well as of how they can better control their use of language today and in the future."

Specific instructional objectives are included for each lesson. An example, from page 3 of the first level will give an idea of format. "Given oral instructions and practice, the pupil will be able to; (a) distinguish between left and right, (b) successfully complete four written exercises involving progression from left to right."

The goal and objectives of the program exphasize verbal knowledge at an advanced level of complexity and subject skills, cognitive skills, and affective skills at middle levels of complexity. They concern the use of the materials in an open classroom and reflect didactic and discovery approaches to learning.

Scope and Sequence

As indicated in the "general description," a complete scope-and-sequence chart for all nine strands is included in the teacher's guide at each level. The basis for the scope is the acquisition of verbal knowledge, subject skills and cognitive skills at advanced levels of complexity and affective skills and understanding at a middle level of complexity. The program takes the broad topic of language and treats it in depth in such a way that each student is presented with the same material. The only related materials are the filmstrips and cassettes which were not adopted by the state.

The sequence of Patterns of Language is specified by the authors. It is developmental in nature and progresses from simple to complex concepts as you move from one level to the next. Each unit is organized into specific learning segments: unit openers, open-ended visual pages, literary selections and basic instructional material. It is expected that a class would begin the year on page 1 and proceed page by page.

Methodology

The methodology for the use of Patterns of Language can be labeled didactic, discovery and experiential. It would be most effectively used in either an open or a traditional classroom, and would actively involve the students. The mode of presentation is limited to the textbook and makes no provisions for the individual differences of students. The program also makes no provisions for recycling students. Reteaching and enrichment activities are left up to the teacher.

Evaluation

Whereas any diagnostic measures are left entirely up to the teacher, evaluative measures are provided as part of the program. A check-up section comes at the end of each unit along with tests on spirit duplicating masters. (Tests for levels 1, 2, 6, 7 and 8 were not adopted.) Using the evaluative materials provided would give immediate feedback to the student and the teacher. These materials emphasize verbal knowledge at an advanced level and all other skills at a middle level of complexity. The analysts point out that one of the things the authors want this program to do is develop affective processes and they feel the evaluative procedure suggested for this is inadequate.

Overall Comments

The analysts felt that this program would be effective in a middle-class school with high average or above students. They were concerned over the difficult vocabulary and the fact

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that the authors are trying to cover too much material. They note the lack of provisions for individual needs and the problem learner and point out that though there are evaluative measures, evaluation of affective skills and understandings is inadequate and no evaluative materials are included for the listening strand. On the positive side, they were impressed by the genuine efforts to foster creative thinking.

Patterns of Language was rated 8 and 9 on a 1 (low) to 19 (high) scale.

ORAL READING AND LINGUISTICS Series, by Mildred A. Dawson, et al — Benefic Press

Adopted materials		Publisher's Price:
Non-Graded:	FUN SOUNDS	1.29
	GAY SOUNDS	1.65
	HAPPY SOUNDS	1.50 soft, 2.22 cloth
	*Record of same title	4.95
	GLAD SOUNDS	1.50 soft, 2.22 cloth
	*Record of same title	4.95
	SAY AND HEAR	1.50 soft, 2.22 cloth
	*Record of same title	4.95
	LOUD AND CLEAR	1.65 soft, 2.40 cloth
	* Record of same title	4.95
	HEAR YE! HEAR YE!	1.65 soft, 2.40 cloth
	*Record of same title	4.95
	NOW HEAR THIS	1.65 soft, 2.40 cloth
	*Record of same title	4.95
	Teachers editions of each above title	Price same as texts (soft bound only)
	Complete set: 9.45 soft, 13.86 cloth, Rec. 29.70	
Not adopted:	Readiness study prints (set of 20)	12.80

Records not made available for evaluation

Copyright: 1973 - Fun Sounds and Gay Sounds
1969 - All others

Curriculum Role: Supplementary reader, Pre-primer to 6th grade

Publisher's Grade Level: Primary, elementary 1-6

Student Audience: Slow, average

Instructional Approach: Oral Language, Listening

Emphasis: Oral Language, Listening

Related Materials: Unmentioned

General Description

This series of 8 student texts was written by Mildred A. Dawson and Georgina Newman. Published by Benefic Press, Westchester, Illinois. The authors state that each book in the series is made up of literary selections (stories, plays, poems) that are dramatic in nature and certain exercises that improve speech patterns and linguistic skills.

There is an accompanying record for each student text and a teacher's manual for each level. Books are available in soft or cloth bindings. Readiness study prints (set of 20) were not adopted but are available from the publisher.

Product Usableness

The analysts found the content to be very unimaginative with very little diversity of style. There are many stories on American History but with stereotyping of American Indians and complete neglect of information on Black history. Most stories are lacking in the richness of the language. The quality of printing, illustrations, and clarity of presentation was rated poor to average. The analysts do not feel prior training would be necessary in order to use the material.

Goals and Objectives

The general goal for this program is specified. The author states, "the purpose of the program is to use thinking, seeing, saying, and listening to make reading more meaningful".

The objectives are also fully specified. For example, "To develop the ability to use thoughtful interpretation, to appreciate literature forms, to acquire linguistic skills, to acquire speech and listening skills." The emphasis is on verbal knowledge and subject skills at the middle complexity level, and cognitive skills and valuing at the basic levels of complexity.

The goals and objectives of this series reflect a didactic approach, teacher oriented, and usable in an open classroom or traditional classroom.

Scope and Sequence

The basis for the scope and sequence are specified in the format of each book within the series and reflect the need to acquire the same knowledge and skills as specified in the goals and objectives The coverage in the books overall is broad, in depth, and is flexible as a far as students starting at different points and reaching different conclusions. No supplementary materials are mentioned.

The sequencing within the series for each book or each unit is specified in the product and is developmental.

Methodology

The methodology for the use of the series is specified by the producer and is aimed at imparting verbal knowledge and subject skills at the middle complexity level, with cognitive skills and processes, social skills and understanding, and valuing at the basic level. The mode of presentation is multimedia in that records accompany each student text. However, the pacing of students through the material is determined by the teacher. The author states this program can be used with individuals, small groups or the entire class.

Evaluation

All diagnostic measures and evaluation of the program is left entirely to the user.

Overall Comments

The analysts mentioned several weaknesses of the series, such as, lack of evaluation procedures, stories lack relevance for target population, and are full or moralizing and stereotypes. Also, the authors state that one of their objectives is to "appreciate literature forms" but no effort is made to specifically carry out this objective in the activities or methodology.

Oral Reading and Linguistics was rated 3 on a 1 (low) to 19 (high) scale by both analysts.

BOWMAR LANGUAGE STIMULUS PROGRAM, by John McInnes, et al — **Bowmar Publishing Company**

Adopted materials		Publisher's Price:
Gr. 4	MAGIC SEASONS, Student corebook	price not set
	POEMS OF THE MAGIC SEASONS	
	STORIES OF THE MAGIC SEASONS (A set of 4 books)	
	Teachers guide for the above textbooks	
	Activity cards for the above textbooks	
	MULTI WORLDS, student corebook	4.25
	MULTI BOOKS (A set of 4 books)	1.25 each (soft)
	MULTI POEMS	no price
	Teachers guidebook for the above textbooks	2.50
	MANSPACE, student corebook	price not set
	SPACEBOOKS (A set of 4 books)	
	Teachers guidebook for the above textbooks	
	MEDIA MIND	price not set
	MEDIA BOOKS (A set of 4 books)	
	Teachers guidebook for the above textbooks	
	PERSONAL LANGUAGE CHECKS	3.25
	4 Teacher Guide Tapes	

Copyright: 1972 - Magic Seasons and Multi Worlds
1973 - Manspace, Media Mind, Tapes for teachers

Curriculum Role: Textbook series and audio cassettes

Publisher's Grade Level: All grades, 3-6. Adopted as 4th grade materials

Student Audience: Primary, elementary

Instructional Approach: Thematic

Emphasis: Listening, oral language, creative writing, poetry writing, concept formation

Related Materials: Extensive related materials are supplied with the product. Many others are recommended in the teacher's manual.

General Description

This series includes a student corebook, a book of poetry, a set of four story books, and a teacher's guide for each of the four sets (Magic Seasons, Multi Worlds, Manspace, and Media Mind). It also includes activity cards and Personal Language Checks tapes. Alec Allinson, Beverly Allinson, and John McInnes, the authors, are attempting to help children grow through language to self-understanding. This series provides a rich content for talking, writing, listening, and reading. It offers many ideas and experiences to engage a child's imagination and feelings, and to provide a context in which he can use language.

Product Usableness

The analysists consistently graded the technical quality of the materials as "high" with the exception of the labeling. (Cover titles were often found to be hard to read, causing some difficulty in determining which items go together.) They felt the materials were written in such a way that racial, religious, sexual, ethnic, sectional, or occupational discriminations were carefully avoided, and that its presentation did not foster stereotyped thinking in any of these areas. More than half an hour of teacher preparation is needed for each lesson.

Goals and Objectives

The four broad goals of the Bowmar Language Stimulus Program are: (1) to help children grow, through language, in self-understanding, (2) to enrich personal relationships within the classroom, so that children might collaborate, share mutual and personal experiences, sanction each other's utterances, (3) to strengthen personal understanding of the world of objective reality, (4) to develop powers of communication with a great variety of audiences, immediate or remote, intimate or public.

Specific objectives for each level are listed in "Activities and Component Processes" in the back of each teacher's guidebook. Included are observing, discussing, imagining, oral representing, and representing in various other media. However, specific objectives must be set for the individual child by that child, his teacher, and his peers in the setting in which he is learning.

Scope and Sequence
The basis for the scope of the Language Stimulus Program is specified in the units. Most of the skills required are at a "middle" level, but cognitive and affective skills are quite advanced. Broad behaviorial patterns are reflected, with a broad but thorough coverage.

The sequence is suggested by the developer, but it is continually emphasized that the teacher alone can determine the specific work which must be done to help each child. A developmental sequence is suggested, but entry and progression is according to student ability and achievement.

Methodology
The Language Stimulus Program is structured to be used in an individualized program, though it may also be used in either large or small groups. For each unit the material suggests a wide choice of activities, with a variable time, in order to vary breadth and depth of learning. The choice of activities is made by both students and teachers.

Evaluation
Evaluation of the student's work is left to the user. Student logs or journals may be used, as well as a wide variety of media. The teacher's evaluation is to help the student improve his understanding and appreciation of language. The teacher will teach appropriate skills as they are needed.

Overall Comments
The analysts felt that this Language Stimulus Program would stimulate students to think, speak, and write creatively. Part of its appeal is that it deals with real situations and asks students to draw from their own experiences, and to expand those experiences beyond themselves. Thought processes developed in this series are on a high level of sophistication, but they are presented in a very understandable way.

Highly recommended for fourth through sixth graders. This can also be used very successfully with older students who have average or better ability, but are low achievers.

Bowmar Language Stimulus Program was rated 17 and 18 on a scale of 1 (low) to 19 (high).

CAMBRIDGE SKILL POWER SERIES, by Educational Systems Corp. Cambridge Book Company

Adopted materials: Publisher's Price:

Gr. 7 SKILLS IN LANGUAGE 2.31

Copyright: 1972

Curriculum Role: Language Arts

Publisher's Grade Level: 7 & 8 (Grade 7 on matrix)

Student Audience: Ability not specified

Instructional Approach: Language analysis, language mechanism, transformational, programmed

Emphasis: Grammar

General Description

A programmed approach to learning, this book, as stated by the publisher, is designed to locate strengths and weaknesses and to prescribe accordingly in order to develop writing skills. It is a comprehensive program dealing with the parts of speech, possessives, contractions, double negatives, usage, vocabulary and spelling.

The program was developed by Educational Systems Corporation, with six teachers making contributions. They state that each chapter helps the student learn in three ways. The student is first taught about a certain kind of word and how it is used with examples to encourage understanding. The second step is a practice exercise in which the student is asked to work with sentences that deal with the particular kind of word. The final step is application of what has been learned by using the kind of word under study in paragraphs. The answers to the work in the student text are found at the end of each chapter.

It may be significant to note there is no teachers guide or manual to accompany the student text. The implication is the teacher hands the book to the student and gets it back 188 pages later.

Product Usableness

The analysts of Skills in Language found the content to be accurate. They indicated that racial discrimination was carefully avoided and religious, ethnic, sectional and occupational discrimination were not considerations. However, they point out the number of womens names compared to mens is not proportionate in Chapter 23 on "Capital Letters." In assessing the technical quality of the book the analysts gave a "high" rating to care in editing, clarity of presentation, prose style, grammar and economy of language. A rating of "average" was given to interest for target group, paperandprinting quality, and binding. They felt the price of Skills in Language would be justified if it was used as a nonconsumable book.

Goals and Objectives

The goals specified in Skills in Language are to 1) help students understand how words are put together to make good sentences and 2) teach rules for sentence structure, spelling, parts of speech and punctuation.

The objectives are implied in the lessons presented. It is also implied in the very nature of the program that each student will experience the same results, that is, mastery of the topic under study. The expected behavior in this case would be selection of the correct answer.

The goals and objectives in this book emphasize basic verbal knowledge, subject skills and cognative skills. They respond to the need for broad behavioral patterns and current societal needs. They concern use of materials in an open classroom and/or in individual prescriptive situations; and reflect a didactic approach under the auspices of programmed learning.

Scope and Sequence

The basis for the scopeof Skills in Language is implied in that there are a certain number of pages devoted to each topic with no follow up or extension activities. The scope reflects the need for the acquisition of the same knowledges and skills as specified for the goals and objectives.

It is broad in coverage, deals with each topic in considerable depth and is flexible. Each student takes an initial placement test to determine his or her starting point in the book.

The sequence of this book, as well as each section within the book, is specified by the authors. It is based on no apparent order although progression through the sequences apparently depends on interrelationships in the subject. For example, nouns, pronouns and verbs are taught before sentences are introduced. The program does not allow for branching. A student could, however, go through the presentation more than once although no provisions for such recycling are built into it.

Methodology

The methodology for using Skills in Language is implied by the fact that it is programmed instruction where the student is told the rules and then asked to use them. This program could be used in an open classroom for individual prescriptions, for developmental learning or in a traditional classroom. The methodology seeks to impart basic verbal knowledge, subject skills and cognative skills. It requires participation by the students in that they must select from possible responses to signify understanding of the concept being taught. Pacing through the book is primarily determined by the teacher who is solely responsible for prescribing any necessary or desirable supplementary materials.

Evaluation

Diagnostic measures to show prior mastery and to indicate the appropriate entry point into the instructional sequence are a part of the Skills in Language book. However, there are no specific evaluative measures to determine mastery after a student has completed the book.

Overall Comments

Regarding the target population, 7th or 8th grade students, the analysts felt Skills in Language did an adequate job of presenting grammar rules. However, they disliked the use of terms such as "interrupters" for introductory words and conjunctions such as "however" and "therefore;" and "hooking words" for prepositions. It should be noted that much supplementary material would be necessary to accompany this book.

Skills in Language was rated 10 on a 1(low) to 15(high) scale by both analysts.

*STORIES ABOUT SHAPES, Filmstrip series — Coronet Instructional Media

Adopted materials:		Publisher's Price:	
Non-Graded	*STORIES ABOUT SHAPES, Filmstrip series	4 F/S, 2 records	34.25
		4 F/S, 4 cass.	44.25

Copyright: 1970

Curriculum Role: Language and Mathematics Readiness

Publisher's Grade Level: Pre-school and Primary

Student Audience: Slow, average

Instructional Approach: Thematic

Emphasis: Readiness, Concept Formation

Related Materials: None mentioned

General Description
This instructional series contains 4 filmstrips and 2 records (also available with 4 cassettes). The implied rationale is to show a particular view of the subject matter with an emphasis on concept development.

Product Usableness
The analysts felt most of the content was correct. Characteristics such as racial, religious, sex, or ethnic discrimination was not a consideration. They did feel there was too much dialogue for the target area. This series is beautifully packaged and well organized. The analysts felt it was too expensive and did suggest cheaper manipulative materials to teach the same concepts.

Goals and Objectives
The goals are fully specified and general in nature. They are stated in the Filmstrip Guide as, "To encourage reading readiness, stimulate observation, and stretch the child's imagination." "To make the child aware of shapes (squares, circles, triangles) in nature and inanimate objects." They emphasize basic verbal knowledge, subject skills and cognitive skills and processes. Goals and objectives concern the use of materials in an open classroom and in connection with readiness determinations.

Scope and Sequence
The basis for the scope of Stories About Shapes is fully specified in the product and reflects the need to acquire the same basic knowledge and skills as stated in the goals and objectives. The coverage in the product overall is narrow but in depth. The sequence of presentation is left to the user, but sequence within units or sections is specified by the producer. The sequence is based on an order determined by logic other than chronology and depends on the interrelationships in the subject.

Methodology
The methodology is specified and demands active participation of the learner. It reflects the need to acquire the same basic knowledge and skills as previously stated. The pacing of students is determined by the materials.

Evaluation
Any diagnostic or evaluative measures are left entirely to the user.

Overall Comments
The analysts feel this would be more effective with pre-school children since most of the concepts taught would be known by primary students. The same concepts should be taught with less expensive materials, with allowance for more manipulation and less dialogue.

Stories About Shapes rated 3 by both analysts on a 1 (low) to 19 (high) scale.

*PUNCTUATION POWER, Audio cassette program — Coronet Instructional Media

Adopted materials:	Publisher's Price:
Non-Graded *PUNCTUATION POWER, Audio cassette program	6 cass.,30 res.bk.,t.e.53.00

Copyright: 1972

Curriculum Role: Punctuation for intermediate grades

Publisher's Grade Level: Non-graded (basically for intermediate grades, but also for advanced lower grades, or for remedial upper grades)

Student Audience: Slow, average, gifted

Instructional Approach: Language mechanism

Emphasis: Grammar - Punctuation

Related Materials: There are extensive related materials which are recommended, and are available from the producer

General Description:
Coronet Instructional Materials has developed this kit, containing six audio cassettes in a binder, workbooks to go with each cassette, diagnostic tests, and a teacher's manual. Made specifically for the intermediate grades, it can be used for more advanced primary students, or for remedial junior high age students. It is meant to be used to supplement the regular language arts program. The cassettes teach the basic punctuation marks and how to use them.

Product Usableness:
The analysts found the content of the cassettes and worksheets to be accurate. No discrimination (racial, sex, ethnic, etc.) was found. The tapes were difficult to remove from the binder, and quality of paper was felt to be poor. Tapes were also felt to be too "wordy". Interest for the students was found to be average, as was the quality of cassettes, labels, etc. It was felt that the kit was too expensive for this type of program.

Goals and Objectives:
This program is designed to supplement the language arts instruction at the intermediate grade level. Objectives are to develop skill in the use of the most commonly needed punctuation marks: period, question mark, exclamation point, comma, quotation marks, apostrophe, colon, and hyphen.

The objectives are the same for all learners, although they may proceed at their own pace. Verbal knowledge, subject skills, and affective skills are quite basic. These materials may be used in either an open classroom or in an individualized program. A didactic approach, or programed instruction, is used.

Scope and Sequence:
The scope of this program is narrow (punctuation), but coverage is in depth for basic verbal knowledge and subject skills. Related materials are suggested, and are available from the producer.

The sequencing of the overall program is left to the needs of the student, as determined by the teacher. Within a unit, however, all students progress through the same material. The only opportunities for correcting errors are to recycle, and to do the lesson over and over.

Methodology:
Active participation of the students is required in Punctuation Power, whether a didactic, programed instruction, or experiential method is used. Verbal knowledge, subject skills, and cognitive skills are at a basic level. Students may start with any of the tapes, as needed, and may work at their own pace. The choice of activities and the learning environment are left to the teacher.

Evaluation:
Both diagnostic and evaluative tests are supplied with the kit. Student tests give immediate

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feedback to both the student and the teacher, but no provisions are made for subsequent learning activities.

Overall Comments:
Analysts felt that this program was adequate, and might be effective, especially because of the immediate feedback. However, the expense, inane dialogue, and lack of provisions of further instruction for students making many errors are serious drawbacks.

Rated:
Punctuation Power was rated 9 and 10 on a 1 (low) to 19 (high) scale.

*WORDS ARE FUN, Audio cassette program	Coronet Instructional Media
Adopted materials:	Publisher's Price:
Non-Graded *WORDS ARE FUN, Audio cassette program	12 cass.,30 res.bk.,t.e.97.00

Copyright: 1971

Curriculum Role: Language Arts--Grammar

Publisher's Grade Level: 3 & 4 (non graded on matrix)

Student Audience: Average and gifted

Instructional Approach: Language Analysis, Traditional, Programmed, Listening

Emphasis: Grammar

General Description
A kit, consisting of 12 cassette tapes, 30 response booklets and a teacher's manual, Words Are Fun is a series of lessons designed to supplement the language arts program at the third grade level. According to the publisher, it would also be appropriate for advanced second grade students or as remedial in the fourth and fifth grades.

The tapes are packaged in a plastic folder and the student manuals are punched so they could fit into a standard two or three ring binder. The teacher's manual is brief as motivational techniques and directions to students are all included on the tapes.

Each lesson is presented as a game and calls for the student to listen to the tape and make responses on a two-sided "Game Sheet."

Product Usableness
The content of Words Are Fun was found to be accurate by the analysts. They agreed racial, religious, sex, ethnic, sectional and occupational discriminations were not considerations.

A high rating was given to most attributes of technical quality such as care in editing, clarity of presentation, prose style, grammar, interest for target population, quality of paper, printing recording, and binding, cartridge durability, etc. An average rating was given to the quality of photography, design of package and durability of package. The analysts felt it was too difficult to remove the cassettes from the case and so they gave a low rating to manageability of the package. A low rating was also given to economy of language due to directions on the cassettes being too wordy.

The publisher does not recommend special training for use of this program, but the analysts felt it would take a teacher a week or two of preparation before it could be implemented.

The analysts did not feel the program is justifiable in terms of price.

Goals and Objectives
The goals for the program are left entirely to the teacher. The objectives are implied in that each lesson stresses a specific part of speech. Nouns, verbs, adjectives and adverbs are taught in a game-like situation.

The emphasis in this program is on the acquisition of verbal knowledge, subject skills and cognitive skills at basic levels of complexity. The material could be used in an open classroom, for individual prescription or in connection with readiness.

Scope and Sequence
The scope of the program is stated and is the basis for the acquisition of the same skills at the same complexity level as described under "goals and objectives." The scope reflects the author's belief that a child should know the structure of language and apply that knowledge in playing games. The program takes the broad subject of grammar, treats it in depth, yet is flexible enough that students may begin at differenct points. Related materials published by the same company are listed in the teacher's manual.

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The sequence of presentation of this kit is left to the teacher. The lessons are self-contained and with the exception of lesson 12, which is a review lesson, they may be used in any order.

Methodology

The methods of presentation in this program are didactic, programmed and discovery. It could be managed in any instructional situation. The methodology is aimed at imparting the same knowledges at the same level of complexity as referred to earlier. It requires active participation by the students and provides for their individual differences. The time prescribed for completing the material is adjustable to the rate of the learners.

Evaluation

No diagnostic measures are included to determine prior mastery or to show the appropriate entry point into the program. Evaluative measures to determine mastery of units are included that would provide immediate feedback to the student and teacher. The answers to each lesson are recorded at the end of each tape allowing the student to correct his or her Game Sheet as the activity is completed.

Overall Comment

The analysts emphasized the lack of specific goals and objectives for this program. They also felt diagnostic measures should have been included to determine which lessons the student should take. Another weak point is the lack of suggestions for branching and recycling. Although they felt the cassettes and Game Sheets are presented in an interesting way, the analysts felt there would be little carry over into written work and that the program, in general, was not worth the money.

Words Are Fun was rated 7 by both analysts on a scale of 1 (low) to 19 (high).

*REPORT WRITING SKILLS, Audio cassette program	Coronet Instructional Media
Adopted materials:	Publisher's Price:
Non-Graded *REPORT WRITING SKILLS, Audio cassette program	8 cass.,30 res.bk.,t.e.70.00

Copyright: 1972

Curriculum Roll: Language Arts - How to write a report, step-by-step

Publisher's Grade Level: Intermediate (elementary and junior high)

Student Audience: Slow, average, gifted

Instructional Approach: Composition, Language mechanism, Programmed, Listening

Emphasis: Formal composition - Report organizing and writing

Related Materials: Extensive related materials are suggested by, and may be purchased from the producer.

General Description

The Report Writing Skills kit consists of a binder containing eight audio tape cassettes, 30 Student Response Books (a two-page response sheet for each cassette), and a Teacher's Manual. The lessons are self-contained, and may be used in any order. In each lesson the student listens to taped material which presents him with a common report-writing dilemma. As the tape progresses, he is asked to perform learning activities on the response sheet. The narrator assists him in checking his responses, providing immediate reinforcement.

Product Usableness

Although the producer did not feel any specific training was necessary to use this kit, the analysts felt a week or two of preparation is needed. Generally, the information was considered accurate, and the quality of production high. The kit is well designed and labeled, with two exceptions: 1) where handwriting is reproduced the standard of handwriting is very poor, and, 2) it is extremely difficult to remove the cassettes from the case. The voice quality and reproduction quality were good. Characteristics such as racial, religious, sexual or ethnic discriminations were not considered a factor.

Goals and Objectives

To improve the research, organizational and compositional skills used in writing formal reports, and to present bases for making the critical judgements needed at each stage of writing formal reports are the stated goals of Report Writing Skills. The objectives are fully specified on page 5 of the Teacher's Manual. Each cassette is listed, with its objectives and an explanation of how the various tapes contribute to the total effectiveness and quality of the report, choosing a topic, research, note-taking, planning and organizing, outlining, writing a paragraph, and bibliographies are the major topics, with the last tape reviewing and showing how to put it all together.

Verbal knowledge, subject skills, and cognitive skills are at an average level, while affective skills and valuing are at a basic level. Materials may best be used in determining readiness level, in an open classroom, or in an individualized program.

Scope and Sequence

The basis for the scope of this kit is to learn the verbal knowledge, subject skills, and cognitive skills at a middle level of complexity. The topics covered include the skills needed in order to construct a research paper or report. Each cassette deals with a different topic. Related materials are recommended, and are available from the same company.

The sequence is suggested by the developer, using a developmental progression from simple to complex concepts. Tasks are subdivided and sequenced in a way that almost obviates error. Students may do the tapes in any order, but progression through the sequence is the same for all students, using a programmed learning approach.

Methodology

The learning environment and the method of using Report Writing Skills is suggested by the product, but any of a variety of methods can be used: didactic, programmed, discovery, inquiry, or experiential. It should be equally successful in an open classroom, individualized instruction, developmental status, or traditional classroom. Students must participate actively, but work at their own pace. There are no provisions for individual differences - the teacher must choose the activities and pace the student through them.

Evaluation

Report Writing Skills makes no provision for diagnostic or evaluative measures. The teacher must observe, and make any tests needed.

Overall Comment

The analysts felt that this kit could serve as an introduction to report writing. However, they felt there were many weak points: coverage is very cursory; no actual report writing takes place; samples of handwriting are poor; price is high; there are no diagnostic or evaluative procedures provided.

Report Writing Skills was rated 5 by both analysts, on a scale of 1(low) to 19(high).

*WRITING SHORT STORIES, Filmstrip series	Coronet Instructional Media
Adopted materials:	Publisher's Price:
Non-Graded *WRITING SHORT STORIES, Filmstrip series	4 F/S, 2 records 37.00 4 F/S, 4 cassettes 47.00

Copyright: Not indicated

Curriculum Role: Writing Short Stories

Publisher's Grade Level: Senior High, College (non-graded on matrix)

Student Audience: Gifted

Instructional Approach: Composition

Emphasis: Formal Composition

Related Materials: None suggested

General Description
Writing Short Stories is a kit containing four colored filmstrips with accompanying sound on either records or cassettes. The series describes the elements of plot, character, and dialogue, giving specific examples from segments of various short stories. It also presents one filmstrip on "The Creative Writer," introducing several aspects of the creative personality. Each sound filmstrip runs for approximately 11 minutes.

The author, Howard F. Decker, has been active in the newspaper-in-the-classroom movement. His rationale is to help the student who has an urge to write down ideas in the hopes of turning them into short stories.

Product Usableness
The analysts considered the content of this program accurate. They felt the author made a conscious effort to avoid racial and sex discrimination. Religious, ethnic, sectional and occupational discriminations were not considerations.

High ratings on the technical quality of the following areas were given: care in editing, clarity of presentation, economy of language, design, durability and manageability of box, items related to labeling, and justifiability in terms of price. There were no low ratings given to technical attributes. However, several items received an average rating: grammar, interest to target population, film quality, and quality of photography and recording. The analysts felt strongly that the target population for this program should be the college freshman.

Although the author makes no reference to specific training for use of the product, the analysts felt a teacher would need to spend more than a half hour in preparation before using each filmstrip.

Goals and Objectives
The author specifies the two goals of this program on page three of the Filmstrip Guide: 1) To introduce several aspects of the creative personality, and 2) To describe the elements of plot, character, and dialogue that go into a good short story.

The objectives for each filmstrip in Writing Short Stories are fully specified in the Filmstrip Guide. Some, but not all, indicate the conditions under which a behavior will appear. These objectives are meant to bring about the same results for each learner, but what the student brings to the program would make a difference. Examples of these objectives are: "Define the term 'plot;' find ideas for story characters from different sources; and, understand the creative process by showing how the creative person thinks."

These goals and objectives emphasize verbal knowledge, subject skills and cognitive skills and understanding at the basic level of complexity, as well as affective skills and understanding at a middle complexity level. They concern use of materials in an open classroom, and reflect didactic, discovery, and experiential approaches to learning.

Scope and Sequence

The scope of this program is evident in the titles of the filmstrips: Plot, Characters, Dialogue, and the Creative Writer. The basis for the scope is the acquisition of the same knowledges and skills at the same levels of complexity as referred to under Goals and Objectives. Coverage in this kit is narrow, but it deals in depth with short story writing, presenting the same material to each student. A limited number of correlative materials that are available from the publisher are suggested.

The author of this program states that each filmstrip is a complete unit and may be used individually or as a part of the series. The order in each filmstrip is determined by a progression from simple to complex. It begins with a basic concept and elaborates on the subject.

Methodology

The methodology is described fully on the inside cover of the Filmstrip Guide. There it tells the teacher how to get the most out of the filmstrips and gives projection pointers. The program could be managed most easily in an open classroom or a traditional one.

The methodology is aimed at imparting the same knowledge and skills at the same complexity levels as referred to earlier. It requires no participation on the part of the student, and makes no provisions for individual differences. The time for completing a unit is variable, depending on the depth of follow-up activities prescribed by the teacher. The way one organizes the classroom is entirely up to the teacher using the program.

Evaluation

There are no diagnostic or evaluative measures recommended or included in this program.

Overall Comments

The analysts felt the content of the filmstrips matches the objectives given. They point out that the only evaluative measures are teacher observation of student behavior. They feel the scope of the material is dry. It presents the basic technical aspects of short story writing, and does not include enrichment. They believe it would only be effective at a high school or college freshman level, and then only to introduce a student to the subject.

Writing Short Stories was rated 12 and 13 by the analysts on a scale of 1 (low) to 19 (high).

*LISTENING WITH A PURPOSE, Audio cassette program Coronet Instructional Media

Adopted materials: Publisher's Price:

Non-Graded	*LISTENING WITH A PURPOSE, Audio cassette program	12 cass.,30 res.bk.,t.e.97.00

Copyright: 1972

Curriculum Role: Language Arts, Listening Skills

Publisher's Grade Level: 6th (supplementary) 5th (enrichment) 7th (remediation)

Student Audience: Slow, average, gifted

Instructional Approach: Programmed listening

Emphasis: Listening, creative writing and concept formation

Related Materials: Extensive related materials are suggested, and available from the producer.

General Description

This kit, consisting of 12 cassette tapes, 30 student response books and one teacher's manual is a non-graded program as listed on the State adopted matrix. The kit is designed to teach listening skills with the programmed approach to learning, as a supplement to listening and creative writing. There is no evidence of learner verification.

Product Usableness

The content of the product was described as accurate by the analysts. Characteristics of race and religious discrimination were not considerations, but sex, ethnic, sectional and occupational characteristics were not avoided. Examples: Tapes #8 and #9 had a female announcer with a very unpleasant voice, all other tapes had male announcers. Only one reference was made to female occupations and that was as a stewardess. Tape #10 refers to Columbus as a crazy Italian. Voices seem to represent sections of the country and mildly fosters stereotyping as one sounds like a Maine farmer and another a southerner. The regional accents might be difficult to follow and the introductions on the tapes were too long. The analysts felt the binding was of low quality on student response books and it was difficult removing tapes from the packaging. Technical qualities rated average were: care in editing, clarity of presentation, tape quality, and durability of packaging. Qualities rated high were prose style, grammar, interest for target area, design of package and readability of labels.

The analysts felt it may be necessary to discuss this product with the community, depending on the ethnic nature of the community, due to aspects mentioned above concerning discriminations. The product demands about a week of teacher preparation time before implementation.

Goals and Objectives

The goals of this product are specified and rather general. The producer states the goals as follows: "The improvement of auditory acuity and reception, auditory memory, and auditory interpreting (visualizing what is heard). The improvement of language facility through development of the child's sensitivity to sound, word, and expressive technique. The improvement of critical listening through the development of specific listening skills as they apply to frequently encountered listening situations. The transference of listening skills to active self-expressive ones."

The objectives are also fully specified in the product as follows: "Listening for sounds, descriptions, facts, main ideas, attitudes, logical conclusions, hidden purposes, advertising techniques, announcements and instructions, conversations and discussions, and reports and speeches."

The goals and objectives emphasize the need to acquire verbal knowledge, subject skills, cognitive skills, social skills, affective skills, and valuing at the advanced complexity level. The materials may be used in an open classroom, individual prescriptive situations, behavior modification, and with readiness determinations. A variety of instructional approaches may be used, including, a didactic approach, programmed instruction, and discovery approach. The analysts also felt it could possibly be used in inquiry and experiential situations because the producer allows for different conclusions on the part of the learner.

Scope and Sequence

The scope is specified within the product and the coverage is broad, in depth and allows for students to start at different points or cover different areas at different rates of speed.

Supplemental material is suggested by the producer and they have extensive material available.

The overall sequence is recommended by the developer, but sequencing within units or sections is specified. Students may enter the program at different levels but progression through each section is the same for all students. The product is programmed (slightly different than the usual "instant feedback" type) in that the answers are provided at the end of the lesson for self-correction. The producer allows for differing responses but encourages students to reach the same conclusions that the producer states. The program does allow for branching and recycling to master the skills.

Methodology

The methodology is implied in the design of the product and could be used in an open classroom, individual prescription, developmental, behavior modification or the traditional classroom. The methodology is aimed at imparting the same knowledge and skills, at the same complexity levels as previously stated in goals and objectives. The choice of activities rests mainly with the student, with or without teacher supervision. (The analysts felt the content was superior and the teacher should discuss the material with the students). The "learning environment" or classroom organization is left entirely to the user.

Evaluation

Diagnostic and evaluative measures are left entirely to the user. A very short self-testing review is provided on #12 cassette but is neither diagnostic or evaluative.

Overall Comments

The analysts feel the reference to "crazy Italians" should be deleted and more positive information on females be added upon revision of the materials.

The concepts taught should be discussed as a class or in groups with the teacher present, in addition to the programmed lessons information. Both analysts stated they would buy the product and rated it 15 and 16 on a 1(low) to 19(high) scale.

*COMPOSITION STARTERS

Doubleday Multimedia

Adopted materials:		Publisher's Price:
Non-Graded	ARGUMENTATION Survival on the Coral Reef Sloth Carnivorous Plants Manta and Sting Rays	95.50
	DESCRIPTION Courting Rituals of Birds Artic Thaw-Part II Osprey-Bird of Prey Grand Canyon-Geological Formations	95.50
	EXPOSITION Hawk Attacking Rattlesnake Marin Iguana of the Galapagos Islands Sloth Versus Jaguar Lions Hunting Gnu	95.50
	NARRATION Rattlesnake Rhinoceros Jaguar Fighting Boa Constrictor Anthill Protection, Part I	95.50

Copyright Date: Not indicated

Curriculum Role: Story starters

Publisher's Grade Level: Elementary, junior high, high school

Student Audience: Average, gifted

Instructional Approach: Composition, thematic

Emphasis: Creative writing

Related Materials: None suggested

General Description

Composition Starters comes in four separate packages, each designed to supply raw material for the student's use as he or she practices the writing skills of description, exposition, narration, or argumentation. The teacher gives instruction in form, syntax, organization, etc. Then, either independently or with the rest of the class, the student can watch one of the four filmloops included in each kit or thumb through the question cards until a question is found he would like to answer.

Each kit contains four Walt Disney filmloops, a Student Guide, 12-15 student cards, a Teacher's Guide, and a teacher card for each student card with additional ideas. Also included is a duplicate set of student cards.

The Student's Guide is a two-page pamphlet explaining how the film loops can help the student get going on a specific writing assignment.

Bruce Reeves, author of these kits, had as his rationale for developing the program the sharpening of a student's powers of observation, and the improvement of his ability of self expression. He recognizes the difficulty of supplying intellectually challenging, yet exciting, topics for compositions. It is his contention that the film loops will supply excitement, and the assignments will channel that excitement into the act of writing.

Continued

Composition Starters are not a literature-oriented set of assignments. Rather, the underlying skill which is promoted in each assignment is that of precise observation: precision, first, in observing, and, second, in explaining to a reader those observations.

Product Usableness

The content of the material in these kits was considered accurate. However, an error in packaging was found in the "Description" kit in that the student cards did not match the subject of the filmloop. This error could easily be corrected by the publisher.

Since the loops all concern themselves with nature, discrimination of any kind is not a consideration.

The analysts gave high ratings to most areas of technical quality. They did note some difficulties with the kit on "Expositon". They felt the box was too crowded, and found that one of the film loops was broken. In general, however, high ratings were given to clarity of presentation, economy of language, interest for target population, quality of photography, and all attributes related to durability, packaging, and labeling. Average ratings were given to care in editing, film quality, and printing quality. The analysts pointed out the necessity of having access to a filmloop projector with "stop" action viewing.

Although no specific training is recommended by the publisher, it was felt a teacher would need to spend more than a half hour preparing for each lesson.

Goals and Objectives

Three goals are specified for this program: 1) To supply unfailing motivation and interest through the outstanding Disney Super 8mm silent loops; 2) to supply a wide variety of questions and composition topics which the student can use to "start" the process of composition; and 3) to make writing easier to teach and a lot more fun to learn.

Throughout the Teacher's Guides are interspersed statements as to purpose, use, and desired results. However, objectives for Composition Starters are not stated as such.

The goals (and probable objectives as teachers would write them) emphasize verbal knowledge, cognitive skills and processes, social skills and understanding, affective skills and understanding, and valuing at basic, middle, and advanced levels of complexity. Since the author states he does not purport to teach writing, it is questionable whether subject skills are emphasized.

The goals concern use of material in an open classroom or for individual prescription. The analysts felt the kits would be particularly appropriate in a mentally-gifted minor program. Discovery, inquiry, and experiential approaches to learning are reflected.

Scope and Sequence

The basis for the scope of this program is specified--it is the acquisition of the same knowledge and skills at the same levels of complexity as referred to in the section on Goals and Objectives. Coverage is broad and flexible. Students may start at different points and cover different ground. Questions in each area take on a different form, depending on the kind of writing being used, such as narration, description, exposition and argumentation.

The overall sequence is left entirely to the user, as is sequencing within each kit.

Methodology

The contents of these kits makes the methodology rather obvious. It is discovery, inquiry, and experiential, and could be effectively managed in an open classroom, for individual prescription, or in a traditional classroom. Such methodology is aimed at imparting the same knowledge and skills at the same complexity levels as referred to previously.

In this program individual student differences are taken into account. The choice of activities is shared by the teacher and the student.

Continued

Evaluation
Diagnostic and evaluative measures are left entirely up to the teacher. The work in the program is writing, and no achievement standards are stated.

Overall Comment
The analysts felt the content of these kits fits the goals, and were favorably impressed by the program even though no evaluative procedures were described. They point out that the underlying skill in each assignment is that of precise observation. It was felt Composition Starters definitely emphasizes and develops that skill.

The analysts felt this program would be equally effective with elementary students of high average or gifted ability, as well as junior high students. They point out that it is up to the teacher to instruct the students in how to write, but feel the kits do a good job of stimulating the student to practice writing.

Except for the box on "Exposition", which the analysts felt was too crowded, it was felt these kits would be very manageable and effective.

Composition Starters was rated 14 and 17 on a scale of 1 (low) to 19 (high).

*BASE (Base Approach to the Structure of English), 17 tape cassettes, 33 lessons, by Donald K. Ellis, et al	The Economy Company
Adopted materials:	Publisher's Price:

Non-Graded	*BASE (Base Approach to the Structure of English), 17 tape cassettes, 33 lessons, by Donald K. Ellis, et al	120.00
	*Students book	1.65
	*Teachers handbook	1.65

Copyright: 1971

Curriculum Role: Vocabulary Development

Publisher's Grade Level: 5-6 (elementary to adult)

Student Audience: Slow, average, gifted

Instructional Approach: Language analysis, programmed

Emphasis: Concept formation

Related Materials: None are mentioned

General Description

Base includes 17 tape cassettes, 33 lessons by Donald K. Ellis, et al, a Student's Book, and a Teacher's Handbook. It consists of four independent units, each consisting of two bases for study. Each unit contains eight lessons that must be completed in sequence. Although each unit is an entity, it is recommended that Unit I be completed before the introduction of Units II, III, or IV.

The guiding purpose of Base is to give the student the one tool which can free him from the confusion surrounding the English language; to give an understanding of how words are structured. Because the foundation of the structure of English is the base or root word, every unit and lesson are organized around them.

Product Usableness

The quality of the tapes, and the voices on them, is high, according to the analysts. The box the tape comes in is of poor quality, and the tapes are loose in the box, with no apparent order or method of organizing them. The Student's Book also is of poor quality and it was felt it would come apart easily. Otherwise, the technical quality was felt to be average--clarity of presentation, prose style, interest for the students were all satisfactory. Discriminations about race, religion, sex, ethnic origins, etc., are nonexistent. Little or no teacher training time is recommended or needed.

Goals and Objectives

The major goal of Base is to teach the structure of the English language so that each student will understand the relationships of words. It is designed to enhance the capabilities of any learner, because the visual clues, auditory information, feedback, and kinesthetic responses reinforce learning in all dimensions.

The structure of English is taught individually to each student through exercises in building words from a simple base to complex derivatives. They are also taught to apply construction principles to all areas of communication. Verbal knowledge, subject skills, and cognitive skills are emphasized at an average level, while social skills are at a basic level.

It is recommended that this material be used in an open classroom or an individualized prescriptive situation, using a didactic, programmed, or experiential approach.

Scope and Sequence

The scope of this program consists of eight base words to which students add derivatives. Some of the derived forms are quite sophisticated words, but verbal knowledge, subject skills, and cognitive skills are considered to be of a middle complexity level. Overall coverage is narrow, but in depth, and quite flexible.

Using a progression from simple to complex concepts, and with tasks that are subdivided and sequenced in a way that almost obviates error, Base uses a programmed learning method of instruction. Both branching and recycling are included. Each unit deals with two base words--within each unit the sequence of lessons is review, introduction, trial test, final test.

Methodology
Base may be easily used in an open classroom, individualized program, or a traditional classroom. A multisensory approach is used in Base--the student hears each word, says it, writes it, and sees the correct spelling. Each section reinforces the previous section. Didactic, individualized, or experiential methods of learning are used.

Active participation is required of each student, but he may proceed at his own pace, based on his interest, goals, etc. Individual student differences are provided for.

Evaluation
Although no diagnostic measures are provided, evaluative tests for each unit, to help determine subsequent learning activities, are included. Final mastery tests are also used. Teacher judgment will determine how well the student has mastered verbal, subject, and cognitive skills.

Overall Comment
The analysists felt that the rigid sequencing of this program was not appropriate for the fifth-sixth, or even seventh-eighth grade levels. They felt it would be of benefit to high school students, and those older, and that they would find it stimulating and motivating.

The measurement procedures were considered too simple, but adequate in most respects. The development of self-esteem and self-concept are implied as objectives, but the only instrument providing for this in any way is the Student Progress Chart.

Base was rated 9 and 14 on a scale of 1 (low) to 19 (high) by the analysts.

KEYS TO GOOD ENGLISH SERIES, by Ruth Rogers and Paul Stewart — The Economy Company

Adopted materials:		Publisher's Price:
Gr. 7	BOOK ONE	1.23
	BOOK TWO	1.23
	BOOK THREE	1.35
	Teachers editions of above textbooks	Price not available
Not adopted:		
	Keys to English Mastery and tests	1.44

Copyright: 1970

Curriculum Role: Language, Grammar, Composition, Vocabulary Development, and Punctuation

Publisher's Grade Level: Not Specified - Adopted Grade 7

Student Audience: Not Specified

Instructional Approach: Composition, Language Analysis, Language Mechanism, Traditional

Emphasis: Grammar, Formal Composition

Related Materials: None were mentioned

General Description

This series of paper bound books consists of three textbooks with teacher's manuals to accompany each. The Keys to English Mastery Tests were not adopted. The series was written by Ruth Rogers and Paul Stewart. The specified rationale of the product is to apply a particular instructional approach. There is no evidence of learner verification.

Product Usableness

The analysts found the content to be accurate. Characteristics such as race, religion, sex, and ethnic discrimination were not a consideration.

The analysts found the interest for the target area to be "poor", and care in editing, clarity of presentation, prose style, paper quality, printing quality, and labeling to be "average". Receiving a "good" rating were grammar, economy of language, distinguishability of parts and price. The producer does not recommend specific training for the user, but the product does require at least a half hour of preparation time before each class session.

Goals and Objectives

The goals of the series are general and specified by the producer. "To provide for application of skills and techniques developed in lessons on grammar, usage, word study, and mechanics of writing." This goal is stated in teacher's manuals #1 and #2 but not #3.

The objectives are specified, fixed and designed to be producer selected. They are found in the "Purpose" section of each unit in the teacher's manuals. Example: "To provide practice in punctuation and capitalization."

The goals and objectives of this series emphasize verbal knowledge, subject skills, and cognitive skills and processes at the basic and middle levels of complexity. The goals and objectives reflect only a didactic approach and the product is usable only in the traditional classroom.

Scope and Sequence

The scope is specified in the product and reflects the need to acquire the same knowledge and skills at the same complexity levels as previously stated. The overall coverage is broad, in depth, and flexible enough to allow students to enter or leave at different points in the product.

The overall sequence of presentation is hinted at by the developer, but the sequence within sections or units is specified. The analysts stated the sequence is outlined in the table of contents in the teacher's manual, and seems to be based on no other logic than the author's.

(continued)

Methodology

The methodology is specified, didactic, and useful in the traditional classroom. It reflects the need to acquire the same knowledge and skills at the same complexity levels as previously stated. The analysts stated the only allowances for individual differences were in the supplementary exercise section of the lesson plan.

Evaluation

Diagnostic measures to show the degree of prior mastery of objectives are supplied in the books, as are evaluative measures to determine mastery of sections or overall objectives as specified by the producer. The evaluation measures require mastery of the same knowledge and skills at the same complexity levels as stated in goals and objectives.

Overall Comments

The analysts felt the unit tests measured some of the basic concepts presented, but not all of the specific objectives in each lesson matched the unit tests, and therefore, they were not tested. They also felt the program was so unattractive it would totally "turn off" the target population.

The anlaysts thought the methodology was highly didactic and said, "It is amazing how this series was adopted as a 7th grade language text. Traditional grammar and its terminology would be presented to a group of students who had completed a totally different approach to grammar with entirely different terminology, e.g. Robert's Language Series. It's ridiculous."

Both analysts rated it 3 on a 1 (low) to 19 (high) scale.

ABOUT ME, by Harold C. Wells & John T. Canfield **Encyclopaedia Britannica Educational Corporation**

	Adopted materials:	Publisher's Price:
Gr. 5	ABOUT ME, by Harold C. Wells & John T. Canfield	.69
	Teachers guide for above textbook	3.95

Copyright: 1970, 1971

Curriculum Role: Language Arts

Publisher's Grade Level: 4-6

Student Audience: Not specified (appears--slow, average, gifted)

Instructional Approach: Thematic, Oral Language, Listening

Emphasis: Listening, Oral Language, Concept Formation, Value Clarification

Related Materials: Extensive materials are recommended and described with specificity in teacher's manual

General Description

This student worktext and teacher's manual were written by Harold C. Wells, et al, with this rationale: "Students who have been helped to become more fully functioning human beings will be more creative, spontaneous, honest, democratic, and trusting, and will have a deep commitment to mankind. They will also certainly have a greater sense of self-identity and self-esteem." Many teachers were involved in the development of this material.

Product Usableness

The analysts felt the content was not only accurate but presented in a very interesting way. Characteristics such as religious, sex, ethnic or occupational discrimination were carefully avoided. However, in the very few illustrations in the students' worktext, only blacks and whites were pictured. All of the technical qualities were rated high, such as care in editing, clarity of presentation, prose style, grammar, economy of language, interest to target population, paper quality, quality of printing, binding, manageability of parts and labeling. The price was judged very reasonable. The authors suggested a week or two of preparation time to acquaint the teacher with the manual and at least a half hour before each class session to plan for the proper use of the program.

Goals and Objectives

The specified goal of the program is as follows: "A self-concept program to help youngsters in grades 4-6 move toward realizing their full potential."

The objectives are fully stated also: 1)"Learn names and interests of students to establish positive feelings towards themselves and others. 2)"Acquaint students with the effect of environment on behavior. 3)"To see themselves as separate, unique individuals. 4)"Insight about individual uniqueness and growth to maturity." Many more are listed for each section with specific objectives listed for each of the above.

The objectives specify the type of behavior expected and the conditions under which it will appear. Emphasis in verbal knowledge, cognitive skills and processes, social skills and understanding, affective skills and understanding and valuing are all at the basic, middle, and advanced levels of complexity.

The goals and objectives respond to current societal interests and to the need for broad behavioral patterns, with materials used in an open classroom, individual prescriptive situations, a behavior modification set-up, in connection with readiness situations, or a combination of the above. Large and small self-help groups are recommended by the producer with the teacher acting as a leader, observer and participant. Materials should be used with a discovery approach, an inquiry approach, or an experiential approach.

ABOUT ME, by Harold C. Wells & John T. Canfield Encyclopaedia Britannica Educ. Corp.
(continued)

Scope and Sequence

The scope for About Me is specified and reflects coverage of the same knowledges and skills at the precise complexity levels as stated in Goals and Objectives. The scope deals with the development of positive feelings about oneself. Coverage is broad, in depth, and flexible.

The overall sequence is specified, as is the sequencing within units. The lessons are designed in a spiraling and sequencing manner, but the teacher may delete activities or a lesson and include it at a later time, depending on student needs. The entry point into overall sequence and the sequence within units is the same for all students.

Methdology

The methodology is specified and can be labeled discovery, inquiry, experiential or a combination of the above, with emphasis on the same knowledge and skills as mentioned above. The methodology requires active participation of the student, takes into account individual differences, and allows for many student choices of activities. The pacing of students is determined by the materials, allowing for branching and recycling to vary breadth and depth.

Evaluation

There are no diagnostic or evaluative materials in this product, due to the nature of the material. All evaluation is through group discussions, teacher evaluation and most of all, student behavior.

Overall Comments

The "instructional goals" are stated at the beginning of each lesson and the analysts felt they were congruent throughout. The analysts felt students have a great need to understand their self-image and identity and this program would be excellent for this purpose. The series teaches positive feelings about self-image. The teacher's manual is well designed, with many activity suggestions, a great bibliography and helpful hints to understand children.

Both analysts rated this series, About Me, 19 on a 1 (low) to 19 (high) scale.

*COMPOSITION SKILLS
(an instructional materials set) Complete

Encyclopaedia Britannica Educational Corporation

Adopted materials:		Publisher's Price:
Non-Graded	*COMPOSITION SKILLS (an instructional materials set) Complete	335.00
	(Individual components also available)	
	Titles/Conversations (2 parts in 1 book) 42 transparencies	56.70
	Paragraphs 38 transparencies	54.00
	Reports 40 transparencies	58.00
	Friendly letters 30 transparencies	41.85
	Business Letters 26 transparencies	36.45
	Mechanics:Capitalization 40 transparencies	52.65
	Mechanics:Punctuation 46 transparencies	62.00
	FLIPATRAN, each	5.80
	Dup. masters, each	.85

Copyright: Before 1970

Curriculum Role: Composition

Publisher's Grade Level: Non-graded

Student Audience: Not specified

Instructional Approach: Composition, Language mechanism

Emphasis: Grammar, Formal Composition

Related Materials: Extensive related materials are recommended by and available from the producer

General Description

Composition Skills is a program consisting of transparencies, to be used with an overhead projector and ditto masters. Skills are topically grouped and contained in seven transparency books: Titles/Conversation, Paragraphs, Reports, Friendly Letters, Mechanics: Capitalization and Mechanics: Punctuation. The books are each in a red plastic cover and all are in a box.

The Minneapolis Public Schools felt that many of their students could not write well, so they had three people (Mable O. Melby, consultant in Elementary Curriculum; Gladys E. Randall, Demonstration teacher, elementary grades; and Alan R. Fiers, consultant in Audio-Visual Education) develop this program, providing skill lessons as one approach to the improvement of students' writing.

Product Usableness

The analysts found this program to be of excellent technical quality. The transparencies appeared to be very durable. Materials and information are accurate. The only question raised by the analysts was the price. They felt the cost was high for a supplementary program. Although the producer did not specify any necessary training, more than half an hour of preparation time will be needed.

Goals and Objectives

The general goal for this program is very broad: to provide students with composition skills which will enable them to write more effectively.

The objectives, also, are clearly stated. Specific objectives are given in the teacher's guide at the beginning of each component. For example, in "Punctuation" the listed objectives are:

***COMPOSITION SKILLS** **Encyclopaedia Britannica Educational Corporation**

(continued)

"(1) To teach students how to use punctuation marks. (2) To show that correct punctuation follows a simple, logical pattern. (3) To provide practice in using various punctuation marks."

Scope and Sequence

The broad scope of Composition Skills is topically divided into seven groups: Titles/Conversation, Paragraphs, Reports, Friendly Letters, Business Letters, Mechanics: Capitalization, and Mechanics: Punctuation. Verbal, subject, cognitive and social skills and knowledges are all acquired at a basic level. Coverage is broad and in depth, but quite flexible as students may do various parts: if he shows a need, if a lesson requires learning the skill, or if he needs remedial instruction.

Within each unit the sequencing is established, progressing from simple to complex concepts. Each skill lesson develops through four successive phases: (1) Establishing need. (2) Developing understanding. (3) Checking for understanding. (4) Providing practice.

Methodology

Using an overhead projector, each skill lesson is presented transparency by transparency, gradually building up to a generalization a student can and does articulate. Using transparencies and overlays, the student can check his own understanding. Once a student feels he understands, he practices the skill in various composition situations. The practice pages are printed on duplicating masters as well as on transparencies. There are also blank visuals, so a student or teacher can mark overlays to be projected.

This program can best be used with a didactic or discovery approach, in an open, developmental, or traditional classroom. Students must actively participate, but may work at their own pace.

Evaluation

No diagnostic tests are provided, and the analysts felt these are needed. Evaluation is done throughout the program, with an immediate feedback using overlays. No mastery tests are provided to test the critical objectives within the components.

Overall Comments

The analysts felt that this program presented a somewhat dry subject in an interesting and stimulating way. Because of its novel method of presentation, and the immediate reinforcement provided, they felt students would like the program. Its high cost was felt to be the only drawback.

Composition Skills was rated 14 and 16 on a scale of 1 (low) to 19 (high).

THE WORLD OF LANGUAGE SERIES, by Ruthellen Crews, et al

Follett Publishing Company, Div. of Follett Corp.

Adopted materials:		Publisher's Price:
Multi-	THE WORLD OF LANGUAGE, BOOK M (softext)	.99 t.e. 2.64
Graded	THE WORLD OF LANGUAGE, BOOK Y (softext)	.99 t.e. 2.64
	(Hardbound)	2.34 t.e. 3.09
	THE WORLD OF LANGUAGE, BOOK E (softext)	.99 t.e. 3.00
	(Hardbound)	2.43 t.e. 3.09
	THE WORLD OF LANGUAGE, BOOK N (Hardbound)	3.39 t.e. 3.09
	Activities and evaluation - Book 3,	1.02
	pupils and teachers editions	1.50
	THE WORLD OF LANGUAGE, BOOK G (Hardbound)	3.48 t.e. 3.09
	Activities and evaluation - Book 4,	1.08
	pupils and teachers editions	1.50
	THE WORLD OF LANGUAGE, BOOK L (Hardbound)	3.57 t.e. 3.09
	Activities and evaluation - Book 5,	1.08
	pupils and teachers editions	1.50
	THE WORLD OF LANGUAGE, BOOK I,	
	by Elizabeth H. Eaton, M.S., et al	3.81 t.e. 3.09
	Activities and evaluation - Book 6,	1.08
	pupils and teachers editions	1.50
Gr. 8	THE WORLD OF LANGUAGE, BOOK S,	
	by Norman Mysliviec, et al	3.99 t.e. 4.26
	Activities and evaluation - Book S,	1.32
	pupils and teachers editions	1.50
	THE WORLD OF LANGUAGE, BOOK H,	
	by Beatrice Beckman, et al	3.99 t.e. 4.26
	Activities and evaluation - Book H,	1.32
	pupils and teachers editions	1.50

Copyright: 1973

Curriculum Role: Developmental, oral-based program of Language Arts for levels K-8. There are five learning strands: 1) Communication, 2) Language skills, 3) Cognitive development, 4) Literature, and 5) Human relations. These are all blended into each chapter.

Publisher's Grade Level: K-8 - Could also be used in a non-graded situation.

Student Audience: Primary, elementary, and junior high. To be used with slow, average, and gifted students.

Instructional Approach: A combination of traditional, transformational, oral language, and listening.

Emphasis: Listening, oral language, and concept formation. Grammar is included, though mostly orally.

Related Materials: Extensive related materials are recommended by, and available from, the producer.

General Description

The World of Language Series, by Ruthellen Crews, et al, uses a spiral approach to language, from grades K-8. It is an oral language-based series. Stress is placed on oral language experiences for beginners. In later levels there is an increasing emphasis on other aspects of language, with oral language continuing to be an important part of the total program.

The World of Language consists of a student's book and a teacher's book for each grade, and supplementary materials for both student and teacher. Five general language learning areas are incorporated throughout the series: communication, language skills, cognitive development, human relations, and literature. Six themes spiral throughout the series: child and community, the five senses, signs and symbols, media, history of language, and communication.

Product Usableness

The technical quality of this series is considered high by the analysts. Generally, information is considered accurate, but there are a few errors - for example, the origin of the Lithuanian and Latvian languages (Book H, pp. 133-158) should have more detail. Race, religion, sex, ethnic backgrounds, etc., are mentioned in positive ways, without discrimination or prejudice.

It was felt that the teacher's guides do not adequately direct the teacher from the use of the text to the activities book. The publisher suggested that the activity books might serve as chapter reviews, but there were few helpful suggestions. The teacher's manuals are difficult to manage. Student's soft texts and activity books could come apart easily with extended use. Hardback texts have a good quality of binding. No specific training was recommended by the publisher, but the analysts felt preparation would be desirable, and that the teacher should evaluate work, at intervals of less than thirty days, before students proceed.

Goals and Objectives

The author's goals are to develop a language program incorporating general areas of learning based upon a sound knowledge regarding the relationship of language power to personal power. General language learning areas are: communication, language skills, cognitive development, human relations, and literature.

Objectives are stated for each chapter of each textbook, and deal with the five goals, going from basic to advanced knowledge in a spiraling fashion.

Materials may be used in any type classroom, with any teaching methods. Teacher's manuals give many ideas of how to present the program.

Scope and Sequence

Each teacher's edition has an excellent scope and sequence chart, showing a spiraling effect through the grades, from simple to complex knowledge and skills. The seventh and eighth grade books (S and H) expand and extend the five basic strands, and present more mature language experiences, new uses for language, and new tests of language proficiency.

All students enter the units at the same point and progress through it in the same way. In the Activities and Evaluation books, however, work is often divided into A, B, and C sections, for the slow, average, or advanced students.

Methodology

The World of Language leaves the learning environment and method of teaching to the user. Knowledges and skills are taught in a spiraling form through the grades. The only allowance for variances in student ability is in the Activities and Evaluation book, where some assignments are grouped A, B, or C, for the slow, average, or advanced students.

Evaluation

No diagnostic measures are provided, but evaluative tests are provided for each chapter. Follett Publishing Company recommends reproducing their chapter tests on duplicating equipment, rather than buying extra copies from the publisher!

Overall Comment

The analysts felt this program would be excellent for students lacking oral language skills. For more verbal groups, more writing skill work is needed. It would be helpful if diagnostic measures and post testing of total concepts covered in the book were provided.

The World of Language Series was rated 16 by both analysts, on a scale of 1(low) to 19(high).

GINN ELEMENTARY ENGLISH SERIES, by Hale C. Reid, et al Ginn and Company

Adopted materials:		Publisher's Price:
Multi-Graded	BOOK I-1	1.20 t.e. 2.82
	BOOK I-2	1.20 t.e. 2.82
	BOOK II-1	1.38 t.e. 2.97
	BOOK II-2	1.38 t.e. 2.97
	BOOK 3	3.48 t.e. 4.62
	BOOK 4	3.60 t.e. 4.83
	BOOK 5	3.75 t.e. 4.83
	BOOK 6	3.81 t.e. 4.89
	Student practice book, Grs. 1 & 2	.75 each
	Teachers edition - Workbook	1.29 each
	Grs. 3-6	1.29 each

Copyright: Book I-1 - 1970 Book I-2 - 1974
Book II-1 - 1974 Book II-2 - 1974
Book 3 - 1972 Workbook - 1970
Book 4 - 1971 " - 1970
Book 5 - 1972 " - 1970
Book 6 - 1972 " - 1970

Curriculum Role: Total Language, grades 1-6

Publisher's Grade Level: 1-6

Student Audience: Average

Instructional Approach: Composition, Language Analysis, Language Mechanism, Traditional, Oral Language, Listening.

Emphasis: Listening, Oral Language, Grammar, Formal Composition, Concept Formation.

Related Materials: An extensive list of related materials is suggested, including a bibliography, books to read, audio-visual aids, etc.

General Description

This English Series provides two books each for grades 1 and 2, and a student practice book for each of those grades. Grades 3-6 each have one textbook and a workbook. The binding on the primary books is soft, the other are hard back.

This series is meant to be the major English resource, and is meant for all children at once. It is designed to "...help teachers provide a wide variety of situations and activities for teaching effective communication skills."

Product Useableness

The analysts felt that any series this extensive was bound to have some errors, but found it to be usually accurate. Sexual and occupational discriminations were serious, fostering stereotyped thinking (e.g., at the primary level, all women are mothers, teachers, or nurses). Religion and sectional discrimination are not considered, and racial and ethnic groups are selectively suggested (people pictured are usually white, with a few blacks. No other races or ethnic groups are included).

The technical quality of materials, grammar, prose style, clarity, interest for students, etc., was considered average. Economy of language and printing were both of high quality. The binding of the primary texts and workbooks was considered poor. Although the publisher did not suggest any specific training, preparation is needed before each lesson.

Goals and Objectives

The major goal of this series is "...to help teachers provide a wide variety of situations and activities for teaching effective communication skills."

Objectives for grades 1 and 2 are found at the beginning of each teaching plan in the teacher's edition. Objectives for grades 3 and 4 are found in the teacher's edition, printed in red ink at the beginning of each lesson.

Verbal and subject skills are taught at a middle level, cognitive skills at a high level (especially for primary grades), and affective skills, valuing, and perceptual-motor skills at a basic level. Materials may best be used in an open classroom using a didactic or experiential approach.

Scope and Sequence

The scope of this program is to develop the four phases of communication, listening, writing, and reading. Skills and knowledge are on a middle or a basic level (see above). Material is fixed - each student is presented with the same material - with a broad scope done in a cursory way.

Sequencing is specified by the developer in the series, based partially on the interests and needs of the child, in a developmental progression from simple to complex concepts. Students enter at various points, but proceed through the material in the same way.

Methodology

In a learning environment left entirely to the user, the methodology is specified in the series, probably didactic or experiential. It would be best used in a traditional or developmental classroom. Knowledge and skills are imparted as stated in Goals and Objectives. The methodology takes individual differences into account. The teacher chooses the activities and paces the students through the material.

Evaluation

Evaluative procedures emphasize verbal, subject, and cognitive skills at a middle level of complexity. Other skills are basic. There are no diagnostic measures, or evaluative measures to help determine subsequent learning activities, or to determine mastery of objectives after use of product is complete.

Overall Comment

The analysts felt that the goals, objectives, and scope of the Ginn Elementary English Series was satisfactory, but that the sequencing is too rigid, methodology inadequate, and evaluation too simple.

The strength of this program is its basis for continuous and sequential development of language skills. Its weaknesses are that it is dull, non-stimulating. It is highly structured. It might be adequate for a middle class community in a class of average students. It is not recommended for classes with a wide range of abilities, or a variety of racial or ethnic backgrounds, or "inner-city" schools.

This program was rated 5 and 9 on a scale of 1(low) to 19(high).

GINN ELEMENTS OF ENGLISH, by John C. Maxwell — Ginn and Company

		Publisher's Price:
Adopted materials:		
Gr. 8	BOOK 7	4.53
	BOOK 8	4.32
	Teachers edition of above textbooks	5.91
Not adopted:		
	Workbooks	1.38
	Workbooks t.e.	1.38

Copyright: 1974

Curriculum Role: Language

Publisher's Grade Level: 7-8

Student Audience: Not Specified (appears average, gifted)

Instructional Approach: Composition, Language Analysis, Language Mechanism, Traditional

Emphasis: Grammar, Formal Composition, Creative Writing, Concept Formation

Related Materials: Extensive materials are recommended and described with specificity in the teacher's manuals

General Description

This series of hardcover texts with accompanying teacher's manuals was written by John C. Maxwell. The student workbooks and accompanying teacher's manual were written by C. Neuschafer, but were not adopted. In this product, the developer's rationale is indirectly stated to impart a particular view of a content area and to meet a certain societal need. There is no evidence of learner verification.

Product Usableness

The analysts found the content to be accurate. Characteristics such as racial, religious, sex and ethnic discrimination were not a consideration. The analysts rated as low, economy of language and interest to target area. They rated average, care in editing, clarity of presentation, paper and printing quality, and binding. Rated high were the prose style, grammar, distinguishability of parts, and labeling. The price is high. A great deal of reading is required, and the analysts felt the series would be more workable at high school or beginning college levels. The producer does not demand specific training for the user, but the product would require more than a half hour of preparation time before each class session.

Goals and Objectives

The goals are specified and general in nature. "A comprehensive language arts program of reading, writing, speaking, and listening, with major emphasis on new approaches to language study and the development of more effective written and oral composition."

The objectives are fixed and fully specified in this series. "(1) Students will analyze the structure of language and then form generalizations. (2) To explore in some detail, the language family of which English is a member."

Objectives can be found in the margin at the beginning of each lesson, and specify conditions under which the objectives will appear and the level of performance expected. The goals and objectives of the series emphasize "advanced" levels of verbal knowledge, subject skills, cognitive skills and processes, social skills and understandings, affective skills and understandings and valuing. Goals and objectives concern use of materials in a traditional classroom with didactic approach.

Scope and Sequence

The basis for the scope is specified as oral and written composition, and reflects the need to acquire only subject skills and verbal skills at the advanced levels of complexity. Cognitive skills and processes are at the middle level of complexity, and the affective skills and valuing mentioned in goals and objectives is not a consideration here. The coverage is broad, in depth and fixed (without regard for individual differences).

The overall sequence is recommended, but the sequencing within units or sections is specified by the producer. Sequencing is developmental.

Methodology

The methodology is specified and didactic, but the author does stress group work. All verbal, subject, cognitive. and affective skills, plus valuing, are at the "advanced" levels of complexity. Social skills are at the "middle" complexity level.

It requires active participation of students, and takes into account individual abilities. Pacing of the students is determined by the teacher, who may supplement or curtail the program.

The organization of the classroom is left to the user.

Evaluation

There are no diagnostic measures included in the product. Evaluative measures of student product or behavior are included, with feedback to the teacher the next day.

The evaluation procedures emphasize a need to acquire knowledge in verbal, subject, and cognitive skills only at the advanced complexity levels. The workbooks were not adopted but could be used as evaluative devices.

Overall Comments

The analysts felt this series could only be used with accelerated junior high students who already had a good background of basic knowledges and skills in language.

This highly structured program has a great deal of sophisticated concepts, and provides an intellectual challenge to the learner. There are very few pictures and a great deal of expository writing. These books could be a disaster with the wrong class. The effectiveness of the program lies in its thoroughness.

Elements of English was rated 8 and 13 on a 1 (low) to 19 (high) scale.

The analysts specifically refer to the fact that the Teacher's Preface is difficult to read because it is too wordy. What is said tends to promote the material rather than explain it. The teacher's manual, being paper bound, has a limited life and it will not lie flat on a desk.

Both analysts felt strongly that none of the material was justified in price.

Although no specific training is recommended by the publisher, the analysts felt a teacher would need to spend about 15-30 minutes a day reading the Teacher's Manual and otherwise preparing for the lessons.

Goals and Objectives

General goals for this program are fully specified on page 7 of the Teacher's Manual. They are to assist in the endeavor to suggest concrete ways in which language concepts may be developed for young children in their beginning study of language and their control of it, and to read, comprehend, solve problems and communicate effectively and creatively in oral and written form.

The objectives, as stated in the General Description, are fully specified in the Teacher's Guide. Each lesson has specific objectives. There are also objectives given for each of the six strands: (1) to understand and use similarities and differences in oral and written language; (2) to develop comprehension and problem-solving abilities; (3) to teach basic sentence patterns; (4) to teach sound/letter correspondence; (5) to develop ability to express and interpret thoughts in a creative form; and (6) to encourage sensitivity to and appreciation of language.

These goals and objectives emphasize verbal knowledge, subject skills, social skills and understanding, affective skills and understanding, valuing and perceptual-motor skills at basic levels of complexity. Cognitive skills and processes are at basic and middle complexity levels. The program is concerned with using the materials with the entire class with special help being given to individuals experiencing difficulty. The goals and objectives reflect didactic, discovery and experiential approaches to teaching.

Scope and Sequence

The basis for the scope of Build is specified in the Teacher's Guide and reflects the same knowledges and skills at the same levels of complexity as referred to in the section on Goals and Objectives. The scope is broad and deals with language in depth. It is fixed in that each student is presented with the same material. Extensive supplementary materials are suggested and described with specificity in the Teacher's Guide.

The sequence of the program is specified. It is a progression from simple to complex concepts. The entry point is the same for all children and they progress through the sequence together.

Methodology

The methodology, as specified by the authors, is didactic and experiential and would be most useful in a traditional classroom. It is aimed at imparting verbal knowledge, subject skills, cognitive skills and processes and perceptual-motor skills at basic complexity levels. The methodology requires active participation by the students and makes little if any provisions for individual differences. The time for completing the program is fixed and pacing of the students through it is primarily determined by the materials. This statement on methodology was taken from the preface of the Teacher's Guide: "The authors of program BUILD have drawn on elements of the new grammars and related psychological findings to develop for the primary grades an educationally sound and innovative program that has its own unique methodology."

Evaluation

There are no diagnostic or evaluative measures supplied with the program.

Overall Comment

The analysts felt that for the most part the content of Program Build fits the critical objectives. They feel the method of evaluation suggested in the Teacher's Guide is inadequate since it is entirely a group response. It was noted by the analysts that whereas the sequencing is supposed to be from simple to complex, this is not always the case. They felt the program is too difficult for an average first grade class. It expects children to learn

PROGRAM BUILD, BASIC UNDERSTANDING IN LANGUAGE DEVELOPMENT, by Robert B. Ruddell, et al

Ginn and Company

	Adopted materials:	Publisher's Price:
Gr. 1	STARTING OFF--1	5.25
	Teachers materials	23.31
	Blocks and Syntactic Cards	47.70
	BUILDING UP--2	6.03
	Teachers materials	12.24
	Blocks and Syntactic Cards	42.93
	Syntactic Cards not made available for evaluation	

Copyright Date: 1972

Curriculum Role: Language Arts and Communication Skills

Publisher's Grade Level: 1 and 2

Student Audience: Average

Instructional Approach: Composition, Language Analysis, Transformational, Eclectic, Oral Language, Listening

Emphasis: Oral Language, Concept Formation

Related Materials: Supplementary materials suggested in Teacher's Guide

General Description

A language arts program, Build is divided into two levels. Level 1 has four major parts: the Teacher's Guide, the Student Booklet, syntactic cards and syntactic blocks. The components of Level 2 are the same except there are no syntactic cards.

The Teacher's Guide at each level is carefully structured. The lesson plan format is always the same: objectives, materials needed for the lesson, procedure to follow, notes if special information needs explaining, student booklet procedure, evaluation and extended activities.

The Build Program is arranged in five strands: (1) oral and written meaning relationships, (2) comprehension and problem-solving, (3) oral and written communication forms, (4) decoding and encoding, (5) creative expression and interpretation, and (6) sensitivity to and appreciation of language.

Based on the available research and authoratative opinion strongly supporting the theory that a high degree of interrelatedness exists among the various communication skills, Dr. Robert B. Ruddell, et al, have designed this instructional program. Their rationale is that it will develop the student's understanding of the relationship between his familiar spoken system of communication and the English writing system.

Product Usableness

The analysts found the content of the Build Program to be accurate. They felt matters of racial, religious, ethnic, sectional and occupational discrimination were carefully avoided. Stereotyped treatment of boy-girl roles was not avoided. For example, on page 58 of the level 2 Student Booklet is a story about two ladies who live on a quiet street. One ask the other why Roy makes so much noise, and the answer is "just because he's a boy." Another story on page 63 in the same book is about two children who go for a walk. "Penny was looking for wild flowers, and Steve was looking for animal tracks." On page 54, 60, 70, 77, 89 and 113 are stories about boys doing exciting things, i.e., fish, dream about being an animal doctor, go to ball games, etc. There are no similar stories about girls. One is about a girl's birthday party and another is about two girls who earn money for their mother's birthday present by helping clean, returning empty bottles and selling lemonade. The analysts did indicate Level 1 is balanced.

A "high" rating was given to technical attributes related to fit of parts into box and labeling. "Average" ratings were given to care in editing, clarity of presentation, grammar, printing quality, design, durability and manageability of box. The analysts disagreed over the quality of the paper since it closely resembled newsprint. "Low" ratings were given some attributes.

the terms noun, verb and adjective early in the year and to use adverbs and prepositions correctly. It was felt these materials are too traditional for today's changing classroom. The only individualization is helping a child while others are working. There is no accountability when evaluation techniques depend entirely on teacher impression.

Build was rated 4 by both analysts on a scale of 1 (low) to 19 (high).

VOICES IN LITERATURE, LANGUAGE AND COMPOSITION

Ginn and Company

Adopted materials:		Publisher's Price:
Gr. 7	BOOK A	4.92
	Teachers notebook	1.71
	Media worksheets	.93
	Media guide	1.08
	*Record and transparency	5 LP/w guide 31.50 trans/w guide 57.00
	BOOK B	4.92
	Teachers notebook	1.71
	Media worksheets	.87
	Media guide	1.08
	*Record and transparency	5 rec/w guide 33.15 trans/w guide 60.42

Record and transparency not made available for evaluation

Copyright: 1972 (Media Guide and Worksheets are 1972 and 1974)

Curriculum Role: English

Publisher's Grade Level: Junior High School

Student Audience: Average

Instructional Approach: Literature, Composition, Language--Language Analysis, Language Mechanism, Transformational, Thematic, Oral Language, Listening

Emphasis: Listening, Oral Language, Formal Composition, Concept Formation

Related Materials: Extensive lists of related materials are included

General Description
This junior high school series consists of two books, A (7) and B (8). Each has an accompanying Teacher's Notebook, Media Worksheets, Media Guides, five LP Records, and 44 Transparencies. The Records and Transparencies were not available for evaluation, which made it difficult to evaluate the Media Worksheets and Guides as they are dependent on the records and transparencies.

These texts are designed for students unresponsive to traditional English classes, and incorporate materials and methods for unmotivated, reluctant, or average learners at the junior high school level.

Product Usableness
The analysts found this material to be accurate. Religious, occupational and ethnic bias were not a consideration and racial and sectional discrimination mildly reflected current stereotyped thinking. Sexual discrimination was not fostered in the actual stories, but there are few women authors and very few references to females in the stories.

Clarity of presentation was average, but all other technical aspects are good editing, prose style, grammar, interest for target population, paper quality, printing quality, binding, etc. The price of the text was considered too high. The producer did not recommend any specific training, but the analysts felt that preparation time, both before using the product and before each lesson, would be needed.

Goals and Objectives
The implied goals are quite general: Emphasis is placed on observing how language works--how writers use words to inform, persuade, and entertain--and how oral language relates to written language. This will lead to creative teaching techniques that will tap the student's own latent capacity to be creative, inquisitive, and resourceful.

Implied objectives are fixed for all learners, specifying the type of behavior expected, the conditions under which it will appear, and the level of performance expected. They are teacher selected, and emphasize skills and knowledges (verbal, subject, cognitive, social, affective and valuing) at a basic, middle, and advanced level although, supposedly, an average student is capable of doing the work. They respond to a need for broad behavioral patterns and current societal interests. They reflect use in an open classroom, using a discovery approach to learning.

Scope and Sequence

The scope is specified, with the acquisition of skills and knowledges at middle and advanced levels. Coverage is broad, in depth, and fixed except for the study of grammar, which is cursory. The media, plus the wealth of related materials, is appropriate for the scope.

Sequencing is specified by the producer, based on a developmental order, spiraling from simple to complex concepts. Entry, progression, and completion time are the same for all students, determined by the teacher, and dependent on the interrelationships of the subject matter, how open-ended the development is, and concepts already known by the learner.

Methodology

A discovery methodology is recommended to be used in either an open or traditional classroom. Again, skills and knowledges are at an advanced level although the target population is average in ability.

This multi-media approach requires active participation by the students, and is appropriate, although there is no provision for individual differences. In an environment left entirely to the user, the pacing and completion time is determined by the teacher.

Evaluation

No measures are supplied.

Overall Comment

The stories seem to have a high interest level and students will probably enjoy them. The suggested discussion questions should lead to interesting discussions involving most students as they are encouraged to analyze characters and their own reactions and responses. Although the author states the texts will appeal to unmotivated, reluctant, and average students, the vocabulary and reading level are such that the student should at least read at grade level if he is to succeed.

This text, the analysts feel, would best be used for its literature and composition topics and skills. Limited grammar is offered. The manual makes suggestions for expanding grammar study, but gives little assistance to the teacher in implementing this aspect. Usefulness of the media worksheet was impossible to evaluate since neither records nor worksheets were available.

Voices in Literature was rated 15 on a scale of 1 (low) to 19 (high).

ORAL AND WRITTEN COMPOSITION (A Unit-Lesson Approach), by Mary K. Healy, et al — Ginn and Company

Adopted materials:		Publisher's Price:
Gr. 7	FIRST BOOK	
	LEVEL A (paperbound and hardcover)	2.49 - 3.12
	LEVEL B (paperbound and hardcover)	2.49 - 3.12
	Teaching guide	2.49
	SECOND BOOK	
	LEVEL A (paperbound and hardcover)	2.49 - 3.12
	LEVEL B (paperbound and hardcover)	2.49 - 3.12
	Teaching guide	2.49
	*Records to accompany second book	25.44
Not adopted:		
	*Records to accompany first book	25.44
	Record not made available for evaluation	

Copyright Date: 1970

Curriculum Role: Oral and Written Composition

Publisher's Grade Level: 7-8

Student Audience: Average, gifted

Instructional Approach: Composition, Language Analysis, Oral Language

Emphasis: Listening, Formal Composition, Creative Writing, Concept Formation

Related Materials: A suggested bibliography is included in the teaching guide

General Description

Two books for each grade, Oral and Written Composition is a student centered program. It allows not only for differences in grade levels, but also for varying abilities of students within each grade. Each unit in Book A is designed for the student who has obvious language ability, aptitude, interest and facility. Each unit in First Book B is for the more reluctant student who approaches composition with less confidence and who consequently needs more encouragement, more practice, and a somewhat simplified presentation of language principles. The unit selections (readings), photographs, cartoons and the language skills are the same unit by unit in both Book A and B, but the amount of student help and the analysis of the language principles vary according to the needs of each level.

The rationale, as expressed by Mary Healy, Albert Lavin, et al, is to develop a program of unit lessons which utilizes the adolescent qualities of eagerness, responsiveness, self-interest, peer respect and adult approval in self contained lessons in which the student has ample and varied opportunities first to feel and think; then to talk and write about a subject in a way that is meaningful to the student.

Records to accompany the books were not available for analysis. They are concerned with the seldom-taught aspects of oral language-point of view, voice and oral interpretation.

The teacher's guide covers use of both the books and the records. It is the same color and size as the student books, but does not contain the reading selections.

Product Usableness

The analysts rated the content of the program accurate. They consider this a unique presentation of a writing program for the junior high student. They state the manner in which it is prescribed does not discriminate against any facet of our social system nor does it foster any stereotyped thinking.

Most pertinent attributes of technical quality received high ratings, including care in editing, clarity of presentation, prose style, grammar, economy of language, interest for the target population, and quality of photography. The analysts indicate there are few photographs or illustrations, but what there is are very well done and thought provoking. Average ratings were given to paper and printing quality, binding and justifiability in terms of price.

Because this program is so different, it was felt at least a half hour of serious preparation would be required before each class session.

Goals and Objectives

There are two major goals of this program. First, to present in each unit principles pertinent to form, structure and techniques in proper perspective, but in a way that will help the student to compose freely and confidently through his continued composing to reach a better understanding of himself, his experiences and his world. Second, to assure the student's realization that his composing allows him to be himself, that it is his responsibility to make sure that his language creates an accurate picture of himself.

Specific objectives for each unit can be found in the teacher's guide under "Purposes of the Unit" and "Skills Students Will Practice." These are outlined for each unit and each section within the unit. For example, Unit 4 in the 7th grade is "Choosing Details for a Purpose." One purpose of the unit is "to illustrate how exact words help to make a scene clear for an audience." Two skills are: "observing a simple action closely and describing it exactly," and "choosing words that reflect feeling."

The goals and objectives emphasize verbal knowledge, subject skills, cognitive skills, social skills, affective skills and valuing at basic, middle and advanced levels of complexity. They concern use of materials in an open classroom reflecting didactic, discovery and experiential approaches to learning.

Scope and Sequence

The basis for the specified scope is the acquisition of the same knowledge and skills referred to under Goals and Objectives. Coverage overall is broad, in depth and would be fixed or flexible depending on how the teacher uses it.

Oral and Written Composition is a 14 unit plan and is arranged in such a way as to build a sequence of language skills while teaching an awareness of language uses that proceed from word meanings and word choices through arrangement and ordering of sentences and paragraphs. Most units, with the exception of 12 and 13 which deal with extended explorations of personal feelings and reactions, and should be studied in sequence, can be taught out of sequence allowing greater flexibility without sacrificing any of the overall value of the learning program.

Methodology

The specified methodology is didactic, discovery and experiential. It would be most useful in an open classroom, for developmental purposes or in a traditional classroom. It is aimed at imparting the same knowledge and skills referred to previously.

The methodology requires active participation by the students and takes individual differences into account.

The analysts point out the method of procedure is definitely prescribed in the teaching guide: I-Preparation (purpose, skills, time schedule), II-Motivation, III-Teaching, IV-Evaluation, and V-Additional Activities.

Evaluation

Diagnostic measures are left entirely to the teacher. Evaluative measures, described in the teaching guide, include the suggestion that students keep a composition folder to be left in the classroom as a record of personal experiences and a source of ideas. The evaluation procedures do not involve scores on tests. The procedure involves teacher judgements in regard to pupil performance in answer to such questions as: 1) Do students want their words to convey an exact meaning to the audience? 2) Do students reflect a more careful observation in their speaking and writing?

The teaching guide suggests that if a final grade must be given, it should be measured by student growth as the teacher and student perceive it.

Overall Comment

The analysts indicate that the theme of these books is presenting materials of modern day interests and encouraging students to be free to express themselves. They feel this would greatly appeal to todays' sophisticated students. They feel this should be combined with a good literature program. They consider the suggestions in the teacher's guide excellent.

Oral and Written Composition was rated 16 by both analysts on a scale of 1 (low) to 19 (high).

A PROGRAMED APPROACH TO WRITING, by Edward J. Gordon — Ginn and Company

Adopted materials:		Publisher's Price:
Gr. 7	BOOK I (paperbound, also available in hardcover)	2.49 - 3.36
	BOOK II (paperbound)	2.61
	BOOK III (paperbound)	2.61
	Teachers manual covers books I, II, III	1.11

Copyright: Book I 1964, 1972
Book II 1965, 1973
Book III 1968, 1973
Teacher's Manual 1964, 1966, 1969

Curriculum Role: Composition

Publisher's Grade Level: High School

Student Audience: Slow, average, gifted

Instructional Approach: Programmed, Composition

Emphasis: Formal composition

Related Materials: None mentioned

General Description
A Programmed Approach to Writing consists of three consumable paper bound student's books (also available in hard cover), and one teacher's manual for the series. The author's rationale is clearly stated--that writing can be taught if the teacher first decides on what a person does when he writes, and what acts make up the process.

The sequence of topics, the individual exercises, and the questions within each exercise have all been designed to promote within the student a specific attitude toward composition--the understanding that writing is never random, that clear goals are always in the writer's mind, and that putting words together involves technical skills that can be mastered and must be employed.

Product Usableness
The analysts found the material in this program to be accurate. Characteristics such as racial, religious, sex, or ethnic discrimination are not a consideration. In general, the technical quality was average, with three exceptions: (1) The organization of the "frames" is confusing, (2) the type of paper used in the student's books is subject to discoloration, and (3) the print in the teacher's manual is small and hard to read. It is suggested that the books be used two days per week, on an individualized basis, and that the teacher evaluate student work at regular intervals.

Goals and Objectives
Goals and objectives both require a programmed, individualized approach to writing. The goal, "To be aware of the thought processes that take place when writing paragraphs, topic sentences, and essays, and to apply these thought processes in writing," is a very general statement. The objectives are very similar, "To teach a student how to write a paragraph and how to put ideas together to form paragraphs, and to use these paragraphs to form longer papers, e.g. essays." Goals and objectives emphasize verbal knowledge, subject skills, and cognitive skills at a middle complexity level, all reflecting a need for broad behaviorial patterns.

Scope and Sequence
The scope of this program reflects the objectives and is concerned with analyzing and writing topic sentences, paragraphs, and essays from a basic to middle level of complexity in verbal, subject, and cognitive skills. Coverage is in depth of a narrow subject, and may be used flexibly. No related materials are suggested.

The author states that the teacher will probably use the books in order, one book per year, but he does not necessarily have to do this. The books themselves are programmed in a developmental way, progressing from simple to complex concepts. All students progress through the same material

(continued)

in the same way, but at their own pace. Since it is suggested that the material be used two days per week, branching is encouraged. Recycling is a part of the text.

Methodology

This form of programmed instruction may be used in an open classroom, with individual prescription, or with a developmental status. It is meant to develop verbal, subject, and cognitive skills at a middle level.

Students read and answer questions in this program. The answers are on the next lesson, and the student goes back over the material if he does not understand it. A pre-test is given at the start of the book, then the same test (writing one paragraph from a choice of subjects) is given at the end of the book. Then the student compares the two paragraphs, in another paragraph, to see if he has progressed. The teacher must be available to assist the students, observe their progress, and supplement the lessons.

Evaluation

For each book, several subjects are mentioned for a one-paragraph pre-test. At the end of the book, the same subject is used to write a paragraph. Then the two are compared. There are no other tests provided. Teachers are to do individual evaluations throughout the book.

Overall Comments

The analysts felt this program would be ineffective with an entire class. Slow students would find the reading difficult, and fast students would be bored. They found the content to be dull, and felt students would be bored.

The advantage of the program is the logical, consistent presentation of the material.

A Programed Approach to Writing was rated 5 and 10 on a scale of 1 (low) to 19 (high).

PATHWAYS TO THE WORLD OF ENGLISH

Globe Book Company, Inc.

Adopted materials:		Publisher's Price:
Gr. 7	SEARCHING FOR IDENTITY	2.40
	SEARCHING FOR VALUES	2.40
	by Jack Abramowitz	t.g. free

Copyright: 1973

Curriculum Role: Language Arts - Communication Skills

Publisher's Grade Level: For 7th grade slow learners or low achievers. Analysts recommended it for middle school, grades 6-9. 5th grade reading level throughout.

Student Audience: Slow

Instructional Approach: Reading, Composition, Language Analysis, Language Mechanism, Eclectic, Thematic, and Oral Language

Emphasis: Reading, Oral Language, Creative Writing, Concept Formation

Related Materials: None mentioned.

General Description

Pathways to the World of English is made up of two paper-back books, Searching for Identity (1A), and Searching for Values (1B), and a Teaching Guide. This is part of a series of six books, intended to be a three-year language arts sequence designed for use by intermediate or middle school and junior high students. Only the first two books were adopted by the State, however.

Reading levels for 1A and 1B range from 4.6 to 6.1 with an average reading level of 5.1. These are designed for use with slow learners and low-achieving students. They use an instructional format they call organizational structure, supportive devices, and success.

Product Usableness

The literature selections in these books were written to be of high interest to the target population. The stories are well written, and designed for the slow learner. The stories were chosen to illustrate human problems and understanding; therefore, bias about race, religion, or ethnic background was carefully avoided. The stories do, however, reflect traditional sexual roles, especially for women. Technical quality is high, especially in the photographs and photographic essays. The producer does not mention specific training for use of the product.

Goals and Objectives

General goals for this series are specified: it is designed for the slow and low achieving students; to provide organizational structure, supportive devices, and success; and to overcome language deficiencies.

Objectives are more variable, specifying conditions under which it will appear. Some of the objectives listed are: to promote appreciation and understanding of literature; to promote enjoyment of poetry; to promote skills in visual sensitivity; to provide the minimal, essential information about the use of language in everyday life; to promote reading skills (main idea, details, appreciate language); to promote the use of imagination, dramatics and role playing; to encourage verbal communication; to encourage self analysis.

Verbal knowledge, subject skills, and perceptual motor skills are at a basic level of complexity; cognitive and social skills at a middle level, and affective skills and valuing are at an advanced level of complexity.

The author suggests that teachers use the material in any way that works. An experiential or discovery approach is recommended.

Scope and Sequence

The scope for this product is broad and flexible. The acquisition of skills and knowledge is the same as that mentioned in goals and objectives. Supplementary materials are not mentioned.

Sequencing through the material is recommended by the developer, and within the units is specified in a thematic approach, using a progression from simple to complex concepts. Although entry into the units is differentiated, once in a unit all progress in the same way. Progression through the sequence is thematic, based on interrelationships in a subject and advanced organizers--using concepts already known in order to understand a new concept.

Methodology

A discovery or inquiry method of using this product is implied. Open, developmental, or traditional classrooms may be used. This method should impart knowledge and skills at a basic level in verbal, subject, social, and perceptual skills, and at a middle level in cognitive skills, affective skills, and valuing.

Students will be required to be both active and/or passive in various areas. The learning environment is left entirely to the user, and the teacher determines the choice of activities, the pacing through the material, and the time for completing it.

Evaluation

No evaluative measures of any kind are supplied with this product--it is left entirely to the user.

Overall Comment

The analysts felt that Pathways to the World of English would be an excellent source for teaching values to all junior high school students. An excellent product for remedial reading, it would not be very useful in teaching grammar or written structure. They felt the content was well suited to fit all major objectives except written language usage.

The analyst states, "As a high-interest reading book, I would recommend this book to any district. Since there are no evaluative measures and only a few sketchy lesson plans, I would recommend its use to experienced teachers who are adept at open-ended discussion. Experienced teachers would also find this an invaluable resource for value clarification for all students, grade 6-9."

Rated 15 on a scale of 1 (low) to 19 (high).

WRITE NOW!, by Anne Wescott Dodd — Globe Book Company, Inc.

Adopted materials:		Publisher's Price:
Gr. 7	WRITE NOW!, by Anne Wescott Dodd	1.50 t.g. free

Copyright: 1973

Curriculum Role: Creative Writing

Publisher's Grade Level: Junior high - (grade 7 on matrix)

Student Audience: not specified

Instructional Approach: Composition

Emphasis: Creative writing, poetry writing, concept formation

General Description

A single paperback book, Write Now! is a highly motivating structured approach to creative writing. Rather than turning students loose and expecting them to express themselves without direction, this book offers a planned progression of experiences in writing.

Special features noted by the publisher include: 1) a minimum of reading about writing, 2) examples that inspire as well as explain, 3) several writing activities in each section, 4) directions for keeping a journal and completing a term project, 5) opportunities to write a complete story, a poem and a one-act play, and 6) reminders to help the student revise his or her work frequently.

There is no teacher's manual to accompany this book, however, the analysts felt the information included in a section entitled, "About this Book," made further direction unnecessary.

The author, Anne Wescott Dodd, is both an English and Social Studies teacher as well as a creative and critical writer for the English Journal. Her rationale for writing the book was to help students enjoy themselves through expressing their creative abilities in writing. She is more concerned with students being themselves than being correct.

Product Usableness

The analysts found the content of Write Now! to be accurate. They indicated that racial and ethnic discrimination were carefully avoided whereas religious, sex, sectional and occupational discrimination were not considerations.

A high rating on technical quality was given to care in editing, clarity of presentation, prose style, grammar, economy of language, interest for target population, paper, and printing quality. An average rating was given to quality of photographic reproduction and binding.

It was felt a teacher would need to spend something in excess of a half hour of preparation time before each class session.

Goals and Objectives

The overall goal of the Write Now! program is to enable the student to enjoy expressing his creative abilities in writing.

Specific objectives are given in the first paragraph of each section. For example, in Section One, the student practices using "abstract" and "concrete" words. In Section Two, the student practices expanding the concepts of ordinary, familiar things in a fresh, unspoiled way. Other objectives are to write descriptions using the five senses, to express and convey feeling through poetry, and to enjoy creative activities. There are nine sections in all, and each has at least one objective.

The goal and objectives of this creative writing program emphasize verbal knowledge, subject skills, cognative skills and processes, social skills, affective skills and valuing, all at an advanced complexity level. These concern use of the book in an open classroom and reflect didactic, discovery and experimental approaches.

Scope and Sequence

The scope of the program is specified on page X and concerns itself with the acquisition of the same knowledges and skills as emphasized in the goals and objectives. The book treats the broad subject of creative writing in considerable detail, and is flexible in that students may start at different places.

The overall sequence is left to the teacher and/or student, although progression from beginning to end of any one section is recommended by the author.

Methodology

The methodology employed in this program is didactic, discovery and experiential and would be most appropriate in either an open or traditional classroom. It is aimed at imparting the same knowledge and skills referred to earlier and it calls for the active participation of the students. The pacing of students through the program is determined by the book, but it does take individual differences into account.

Evaluation

Write Now! does not have any diagnostic measures. The main methods of evaluation recommended are the use of contracts and daily journals. A suggested contract is included as part of the book as are suggestions for the daily journal. The analysts felt the methods of evaluation are particularly commendable for a creative writing class.

Overall Comment

The analysts of Write Now! were extremely impressed by this book. They feel it is one of the best books on the market for any junior high composition class, or even for gifted 6th graders. Specific strengths they note are:

1. It is highly motivational.
2. Students enjoy the freedom to express their ideas.
3. It is flexible - can be used in an individualized program or for total group instruction.
4. The evaluation procedures are excellent.
5. It emphasizes success.

Write Now! was rated 18 and 19 on a 1(low) to 19(high) scale.

ENGLISH EVERYWHERE, by Robert Potter Globe Book Company, Inc.

Adopted materials:		Publisher's Price:
Gr. 7	ENGLISH EVERYWHERE (soft and cloth), by Robert Potter	3.00 - 3.90
	Teachers guide	free

Copyright Date: 1971

Curriculum Role: Language Arts

Publisher's Grade Level: 8

Student Audience: Slow, average

Instructional Approach: Composition, Language Analysis, Language Mechanism, Semantics, Oral Language

Emphasis: Oral Language, Grammar, Formal Composition, Concept Formation

Related Materials: None mentioned

General Description

A single text book, English Everywhere was written by Robert Potter as an introduction to semantics and media study. It was written at a 5.5 reading level and involves the student in the study of his language. It also provides ample opportunity for skill development in all areas: reading, writing, listening and speaking.

The book is divided into two sections: "Part I - How Words Work", and Part II - Words in Our World." At the back of the book is a short section on "Standard English Exercises."

A teacher's guide is provided at no cost to the teacher. It includes the purpose of each chapter, answers to text questions and suggestion for putting the concepts into practice. The analysts felt the teacher's guide would be more effective if page numbers from the student text were included.

Product Usableness

The analysts found the content of this book accurate. All aspects of discrimination were either carefully avoided or not a consideration. The analysts felt the author did a good job of discussing dialects and slang without prejudice.

Binding was given an average rating. All other aspects of technical quality were rated high, including care in editing, clarity of presentation, prose style, grammar, economy of language, interest for the target population, paper and printing and photography quality and all aspects of labeling. The analysts considered the price justifiable.

Although no specific training would be required to use this book, the analysts felt a week or more of preparation time would be required before implementing the program.

Goals and Objectives

The goals as specified for this book, are to introduce students to semantics and media and to make a start in enabling the student to discover for himself the dynamics of the learning environment that is modern America.

From the explanation of each chapter in the teacher's guide, one can glean objectives.

The goals and objectives emphasize verbal knowledge, subject skills, cognitive skills, social skills, affective skills and valuing at basic and middle levels of complexity. They concern use of materials in an open classroom or in connection with readiness and reflect didactic, discovery, inquiry and experiential approaches to learning.

Scope and Sequence

The basis of the scope as specified is the acquisition of the same knowledge and skills as referred to under Goals and Objectives. The coverage is broad, in depth, and fixed in that each student is presented with the same material. Related materials are unmentioned.

The sequencing, as specified, is developmental, a progression from simple to complex concepts, in a way that almost obviates error.

Entry points into the sequence are the same for all students, however, there are levels of work in each chapter according to student abilities. This is not programmed, but the author does make recommendations for branching.

Methodology

Didactic, discovery, inquiry and experiential methods are specified in this program. These methods are most useful in an open classroom, in a development status or in a traditional class.

The methodology is aimed at imparting the same knowledge and skills at the complexity levels referred to earlier. It requires active participation by the students and takes their individual differences into account. The learning environment is up to the teacher.

Evaluation

Whereas there are no diagnostic measures, evaluative criterion tests are included in the book.

Overall Comment

The analysts both liked this book very much. They considered the interest level extremely high. "It is a fascinating original approach to semantics and correlated language arts skills." They point out that the material is relevant to todays world. The activities are interesting and the reading selections short.

English Everywhere was rated 17 by both analysts on a scale of 1 (low) to 19 (high).

ENGLISH GRAMMAR AND COMPOSITION, By John E. Warriner and Betty G. Gray

Harcourt Brace Jovanovich, Inc.

Adopted materials:		Publisher's Price:
Gr. 7	ENGLISH GRAMMAR AND COMPOSITION: First & Second Course	1.32 each t.m. .21
	ENGLISH WORKSHOP: First & Second Course by Fay Greiffenberg, et al	1.80 each
	Tests for each of the above	.75

Copyright: 1973

Curriculum Role: Basic English Grammar and Composition Series

Publisher's Grade Level: 7

Student Audience: Slow, average, gifted

Instructional Approach: Composition, Language Analysis, Language Mechanism, Traditional

Emphasis: Grammar, Concept Formation

Related Materials: Limited number recommended but left to the user

General Description

This series consists of two English Grammar and Composition books (1st and 2nd Courses) with teacher's manuals and tests for each volume. Also, two English Workshop student worktexts (1st and 2nd Course) with tests for each volume. The author's rationale is to provide a clear, concise guide to the study of grammar and composition including sections on usage, mechanics, sentence structure, composition, speaking and listening, the dictionary, the library, and vocabulary development. Student worktexts may be used independently or as a supplement to a basic grammar and composition program.

The authors, John Warringer, Betty Gray and Fay Greiffenberg are presently teaching or have taught junior and senior high school English.

Product Usableness

The analysts found the content to be accurate. Characteristics such as racial, religious, sex, or ethnic discrimination are not considerations. The quality of printing, clarity of presentation, prose style, etc., was rated average to high. The series is organized by subject matter areas, with the use of colors for important rules and definitions and contains a tab-key index. The analysts feel the series is designed for the average ability student, but gives ways of presenting the program to slow and superior students. More than a half hour of preparation time is needed before each lesson presentation.

Goals and Objectives

The goals of this series are specified fully. The authors state the texts provide the subject matter of English in a clear and flexible arrangement from easy to more complex concepts, to provide a basis for instruction in usage and to facilitate the teaching of writing.

The objectives are listed in each area of instruction and are variable to allow for different results from different learners.

The goals and objectives emphasize verbal knowledge, subject skills and cognitive skills and processes through the basic to the advanced complexity levels. The goals and objectives reflect a didactic approach, usable in an open classroom, for individual prescription, and/or in connection with readiness determinations.

Scope and Sequence

The basis for the scope and sequence is specified in the product and reflects the need to acquire the same knowledge and skills as specified in the goals and objectives. Coverage of the product overall is narrow, in depth and fixed in that each student is presented with the same material.

ENGLISH GRAMMAR AND COMPOSITION Harcourt Brace Jovanovich, Inc.

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The overall scope and sequence within the units is specified by the developer in a developmental nature from simple to complex with the entry point the same for all students. Progression through the sequence depends on interrelationships in the subject and by concepts already known by the learner placed at strategic points.

Methodology

The analysts feel the methodology for the use of the product is left to the user, and employs the didactic approach. It is useful in an open classroom, for individual prescription, student developmental approach, or the traditional classroom. The methodology is aimed at imparting the same knowledge and skills at the same complexity levels as was previously stated. It requires only passive participation of the learner and the teacher determines the pacing of students through the material. Organization of the learning environment is left entirely to the user.

Evaluation

The product has separate diagnostic measures (criterion tests) available but does include evaluative measures to determine mastery of certain skills or units of work. There is feedback daily to student and teacher. Diagnostic and evaluative procedures emphasize the same knowledge and skills previously specified in goals and objectives.

Overall Comments

The analysts felt the product was well suited to the target area and could also be used by gifted students in grade 6. The product is rather dryly presented, is quite rigid and traditional in approach. The product is presented in an orderly fashion which would be helpful for inexperienced teachers. It is lacking in color and creativity.

English Grammar and Composition was rated 2 by both analysts on a 1 (low) to 19 (high) scale.

COMPOSITION: MODELS AND EXERCISES

Harcourt Brace Jovanovich, Inc.

Adopted materials:		Publisher's Price:
Gr. 7	COMPOSITION: MODELS AND EXERCISES A, by Nunan & McFarland	1.32
	COMPOSITION: MODELS AND EXERCISES B, by Nunan & McFarland	1.32
	Teachers manual for the above	.21

Copyright: 1965 (original) 1971 (2nd edition)

Curriculum Role: Language Arts - Composition

Publisher's Grade Level: 7 (7-8 recommended)

Student Audience: Slow, average, gifted

Instructional Approach: Composition

Emphasis: Formal Composition

Related Materials: No specific related materials are suggested, but it is stated that most schools will use a basic English text.

General Description

Composition: Models and Exercises consists of two (A and B) soft bound books, and brief *Teacher's Manuals*. The program was written specifically to augment any basic composition program with examples of professional writing, guided student analysis of the writing skills illustrated in these examples, and composition assignments applying these skills. The author feels that explaining a lesson is not enough--a *good* model used to demonstrate the writing skill taught makes the instruction concrete and the goal specific.

Product Usableness

The analysts of *Composition: Models and Exercises* found the accuracy to be high throughout. Numerous examples taken from various life styles, countries, or ethnic groups are used to fulfill legal requirements, but the student is not swayed in his thinking about these groups because the uses and purposes of the selection are to give descriptive writing techniques only.

Technical qualities were considered high with the exception of the binding, which was felt to be poor. The price was considered inexpensive for the wide variety of literary examples given.

Teachers will need to spend much preparatory time to successfully use this program, and to stimulate the students.

Goals and Objectives

The stated goals of this program are: 1) to augment any basic composition program with examples of professional writing, 2) to guide student analysis of the writing skills illustrated in those examples, and, 3) to give composition assignments using those skills.

Objectives are variable, and are to be adapted by the user to his needs. Sample lesson plans in the *Teacher's Manual* give specific objectives. General objectives are the titles of each section:

1. Finding Ideas (Your Experience, Your Opinions, Your Imagination)
2. The Paragraph (The Topic Sentence, Unity in Paragraphs, Paragraph Development, Coherence in Paragraphs)
3. Choosing Words (Nouns, Adjectives, Verbs, Adverbs)
4. Description (Writing a Description, The Character Sketch)
5. Narration (Writing a Narrative, Using Dialogue)
6. Exposition (Explaining a Process, Organizing Information, Developing a Topic, Supporting an Assertion).

In this series, verbal, subject, and cognitive skills are at a high level of complexity.

Affective skills and valuing could be a by-product, depending on the teacher's discussions and treatment of the selections, but they are not an objective of the author. This may best be used in an open classroom, with individual prescriptions, or in a readiness program. The didactic approach is emphasized, but a programmed, inquiry, or experiential approach is also suggested.

Scope and Sequence

The scope of this material is broad, in depth, and flexible. Knowledges and skills are as stated in goals and objectives. No related materials are suggested other than a "basic English text."

The sequence of materials used in these books is left entirely to the user, determined by the student's, or lesson's needs. The teacher determines the entry point in both the overall sequence and within the units. The units are written utilizing advanced organizers to give opportunities for open-ended development of writing skills.

Methodology

The methodologies recommended with this product are didactic, discovery, or experiential, to be used in open, individualized, developmental, or traditional classrooms. The methodology is aimed at reaching advanced levels of verbal, subject, and cognitive skills.

Students must participate actively in this program. Provisions for individual differences, entry points, choice of activities, pacing, and time of completion rest mainly with the teacher. Any type of learning environment may be used.

Evaluation

Neither diagnostic nor evaluative materials are provided. Composition writing is subjective and must rely on the teacher's evaluation.

Overall Comment

The author states that much preparatory time is needed for a successful program. The analysts also felt beginning teachers would require a great deal of preparation.

They felt that this is an excellent supplement to any language program. The models are good, as are the suggested activities.

This was rated 17 on a scale of 1 (low) to 19 (high).

LANGUAGE FOR DAILY USE SERIES: New Harbrace Edition, by Mildred A. Dawson, et al — Harcourt Brace Jovanovich, Inc.

	Adopted materials:	Publisher's Price:
Multi-Graded	LET'S TALK AND LISTEN, YELLOW	1.50, t.e. 1.50
	LET'S TALK AND WRITE, BLUE	1.65, t.e. 1.65
	Teachers edition of each above textbook	
	LANGUAGE FOR DAILY USE, 5 textbooks	
	RED	no price, t.e. 4.29
	GREEN	no price, t.e. 4.98
	ORANGE	no price, t.e. 5.64
	PURPLE	no price, t.e. 5.94
	BROWN	no price, t.e. 5.94
Gr. 8	LANGUAGE FOR DAILY USE (2 textbooks-SILVER, GOLD)	price not set
	Teachers edition of each above textbook	6.42
	Language workbooks for each above textbook	1.65
	Teachers edition of workbooks, grs. 2-6	1.98
	Tests for grades 3-8	.60

Copyright: 1973

Curriculum Role: Language

Publisher's Grade Level: K-8

Student Audience: Average, Gifted, Handicapped

Instructional Approach: Language Analysis, Language Mechanism, Traditional, Oral Language, Listening, Composition

Emphasis: Listening, Oral Language, Grammar, Formal Composition, Concept Formation

Related Materials: Extensive materials are supplied with the product and recommended for use.

General Description

This series of multi-graded texts with accompanying workbooks, teacher's manuals, and tests were adopted K-8. Records of poetry are available but were not adopted. The authors, Mildred A. Dawson, et al, state, "Language For Daily Use is truly a developmental language series, based throughout on the proven principles of child development; both teaching and content are in conformity with the developing interests and abilities of elementary school children."

The implied rationale of the authors is to meet a certain societal need and to impart a particular view of a subject matter or content area.

Product Usableness

The analysts feel the content to be seriously inaccurate. The teacher's manual page T1 states there are separate answer keys for workbooks 7-8. These were not included in the series, nor were they listed as available by the publishers. Characteristics such as racial, religious and sectional (areas of the U.S.) were not a consideration, while sex, ethnic, and occupational discrimination did exist. Examples: K-2 materials portray girls and women in typical roles. Hawaiians are portrayed as carefree, happy people. Women are teachers, nurses, or mothers, while fathers are construction workers or work in stores.

The technical qualities are all rated average, like, clarity of presentation, prose style, grammar, paper quality, binding, labeling and price. One analyst feels the lower levels were too "wordy." Both analysts feel the color coding of the books for recognizing each level would be helpful for the teacher, but would also clue the students as to grade level in a so called multi-graded system. The producer does not mention specific training for the user, but the analysts feel at least a week or two or preparation would be necessary and teachers would need to evaluate at intervals of less than 30 days before students should proceed.

LANGUAGE FOR DAILY USE SERIES: New Harbrace Edition, by Mildred A. Dawson, et al — Harcourt Brace Jovanovich, Inc.

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Goals and Objectives

The goals are specified and are general as stated by the producer. "The learner refines his vocabulary, becomes conscious of the structure of language and improves his skill in oral and written expression."

The objectives also were specified and fixed (same results for all learners). The objectives are material-developer selected and specify the type of behavior expected. Objectives for each level are listed in the teacher's manuals. Specific objectives are also listed in the Purpose of each lesson. Examples: (1) "To effectively express ideas in oral language situations. (2) To help pupils recognize their weaknesses and decide which practice exercises they need. (3) To give pupils practice in using vivid verbs."

The goals and objectives of this series emphasize the need to acquire verbal skills, subject skills, social skills and understandings, affective skills and understandings, and valuing at the basic and middle levels of complexity, while the cognitive skills and processes were at the basic, middle, and advanced levels. Only perceptual-motor skills was at the basic level of complexity.

The goals and objectives concern use of the materials in an open classroom, individual prescription, and the traditional classroom. They reflect a didactic approach and an experiential approach to learning.

Scope and Sequence

The scope is specified as listening, reading, speaking, and writing. The scope reflects the need to acquire verbal and social skills at the basic and middle levels of complexity, cognitive skills at the basic, middle and advanced levels and perceptual-motor skills at the basic level. Coverage is broad, in depth, and flexible (allows for students to enter or leave at different points in the material).

The sequence overall is specified, but sequencing within sections is left entirely to the user. The sequence is developmental, and is a progression from simple to complex concepts. The entry point into the overall sequence is differentiated according to grade level.

Methodology

The methodology is specified in the product, and can be labeled didactic, discovery, and experiential. It would be useful in the following instructional situations: Open classroom, developmental status (student development) and the traditional classroom. The methodology reflects the need to acquire knowledge in verbal and subject skills at the basic and middle complexity levels with cognitive skills at the basic, middle and advanced levels. The methodology requires active participation by the student and allows for individual abilities or differences. Pacing of the students is primarily determined by the teacher.

Evaluation

All diagnostic measures are left entirely to the user. Evaluative measures are supplied with the product for use by the teacher. These are mastery tests at the end of each chapter, midyear tests and end of the year tests. They offer feedback within a week for the teacher and student and also at longer intervals for the teacher. The evaluative measures reflect only verbal, subject and cognitive skills at the basic, and middle levels of complexity.

Overall Comments

The analysts feel the critically important objectives require knowledge in only verbal and subject skills at the basic and middle levels, with cognitive skills at the advanced level of complexity. The analysts feel the evaluation procedures should reflect all of the objectives listed, not just the verbal, subject and cognitive skills. This series could be used with average ability children who have a middle-class background, however, it would not be very stimulating. The program has some strengths in that it is flexible, can be adapted to individual needs and has enough tests or evaluations to insure that a student masters specific skills before progressing.

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Easily corrected errors are evident in the Purple Level on pages 51, 87 (review test) and 105, also in the Brown Level on page 127 (review test). In stating directions to the student, the authors are reinforcing learning (or concentrating) on the wrong answer. Example: "Purple page 51, Draw a line through the incorrect possessive noun in each sentence: His (father's, fathers') car was stolen from the garage." This type of example forces children to retain the wrong answer in their mind and leads to further wrong answers. The examples in review tests are very negligent.

The analysts rated Language For Daily Use 8 and 10 on a 1 (low) to 19 (high) scale.

ENGLISH 2200: A Programmed Course in Grammar and Usage, 2nd edition, by Joseph C. Blumenthal

Harcourt Brace Jovanovich, Inc.

Adopted materials:

Gr. 7	ENGLISH 2200 Teachers manual Tests

Publisher's Price:

Not available

Copyright: 1964, 1973

Curriculum Role: Programmed course in Grammar and Usage

Grade Level: Junior High (grade 7 on matrix)

Student Audience: Slow, average, gifted

Instructional Approach: Programmed, Language Mechanism

Emphasis: Grammar, Concept formation

Related Materials: Teacher's Manual, test booklet

General Description

English 2200 is a programmed course in grammar, sentence-building, correct usage and punctuation designed for junior high school English. The book can be used as a text for an entire class, as a review, as a refresher for individuals or groups within a class, or as a remedial text.

The author, Joseph C. Blumenthal, was once the head of a high school English Department and is now presently devoting his full time to text book writing. Among his other publications is the English Workshop which he authored along with John F. Warriner and others.

Blumenthal clearly states his rationale on page 4 of the Teacher's manual. Here he says that a student should read relatively short statements containing small segments of information, respond to this information by completing a sentence or answering a question, then check the answer for immediate reinforcement, and finally, having learned of the correctness of his response, the student should proceed to the next step.

A Teacher's Manual and test booklet is also available for this program. The Teacher's Manual, though short, contains considerable information including topics on how to arrange the classroom, the evaluation of student work, how to introduce the program, and six different approaches a teacher could use with the program.

Product Usabeleness

The analysts of English 2200 found the content to be accurate. Racial, religious, sex, ethnic, sectional and occupational discrimination were not considerations.

As for technical quality, a high rating was given to clarity of presentation, economy of language, interest for the target population, and princing quality. Care in editing, prose style, grammar and paper quality received an average rating.

It was felt a teacher would need to spend a week or two preparing to use the program for the first time, although no specific training was recommended by the publisher.

Goals and Objectives

The major goal of the program is specifically stated to present grammar in a programmed situation which provides optimium conditions for efficient learning.

There are no specific objectives listed in the Teacher's Manual or the student text. However, they are implied in the scope of the program. It should be noted, however, that these objectives are not listed as part of the program.

Based on what is assumed about the goals and objectives, they emphasize verbal knowledge, subject skills, and cognative skills, at a middle level of complexity. They concern use of materials

ENGLISH 2200: A Programmed Course in Grammar and Usage, 2nd edition, by Joseph C. Blumenthal (continued) — Harcourt Brace Jovanovich

in an open classroom, for individual prescriptive situations, or in connection with readiness. They reflect the demands of programmed instruction.

Scope and Sequence

The scope of English 2200 is apparent in the student text. It deals with the acquisition of the same knowledges and skills as stated in the goals and objectives. It takes the broad topics of grammar and usage and treats them in considerable detail.

Sequencing of the material within each unit is specified and needs to be followed. However, the author offers four options for determining the overall sequence. Therefore entry into any unit is the same for all students, but they need not all enter the same unit at the same time. Further, because it is programmed, a student can go over and over the material until learning takes place.

Methodology

As already indicated, the methodology for use of English 2200 is programmed learning. This method can be managed in an open classroom, for individual prescription, for developmental purposes, or in a traditional classroom.

Programmed instruction calls for the active participation of students, and takes individual student differences into consideration by providing for recycling. Although the program can be managed in a number of classroom arrangements, the author does suggest a formal learning environment.

Evaluation

Diagnostic tests to show prior mastery of the material are available in a separate test booklet. Included are tests to evaluate learning after each unit, as well as halfway and final tests. These tests are easy to correct and give immediate feedback to both the teacher and the student.

Overall Comment

The analysts of English 2200 felt this might be an interesting approach to traditional grammar. They felt students would enjoy pacing themselves and checking their own answers. Concern was expressed that the material might be too difficult for slower learners. It was also pointed out that an English program that depended on this book only would rapidly become boring.

English 2200 was rated 10 by both analysts on a scale of 1(low) to 19(high).

NEW DIRECTIONS IN ENGLISH series, by Freeman B. Anderson — Harper & Row, Publishers, Inc.

Adopted materials:		Publisher's Price:
Multi- Graded	ALL ABOUT YOU	1.23
	Teachers edition	1.23
	BACKGROUNDS AND BEGINNINGS	1.41
	Teachers edition	1.41
	CODES AND CLASSIFICATIONS	3.45, t.e. 3.45
	DIFFERENCES AND DISCOVERIES	3.54, t.e. 3.54
	EVIDENCE AND EVALUATION	3.63, t.e. 3.63
	FACTS AND FLIGHTS OF FANCY	3.75, t.e. 3.75

Copyright: Original 1969 - Reprinting 1973

Curriculum Role: Language Arts - A linguistic program in language and composition

Publisher's Grade Level: Multi-graded (1-6)

Student Audience: Not specified

Instructional Approach: Composition, Language Analysis, Language Mechanism, Traditional, Eclectic, Thematic, Oral Language, Listening, Linguistic, Cognitive

Emphasis: Listening, Oral Language, Grammar, Formal Composition, Creative Writing, Poetry Writing, Concept Formation, Thinking Skills, Reading

Related Materials: An extensive list of related materials is suggested.

General Description

This is a series of English books written for grades 1-6, with workbooks for grades 1 and 2, and a teacher's edition for each book. It is meant to be used as the major resource for English at all grade levels, for all students.

The producer states that it is built on the foundation of oral language, with a stress on individuality, and that it uses an inductive approach to language study. They wish to offer children the opportunity to study language as it is now, not as it once was or as someone thinks it ought to be, that language arises out of the work, needs, joys, and affections of humanity.

Product Usableness

Racial and ethnic considerations are carefully handled in a way to avoid fostering stereotyped thinking. Religious, sexual, and other characteristics are not a consideration. Clarity of prose and economy of language were rated poor, prose style and interest to students were rated average, and editing, grammar, paper, printing, and photographic quality were rated high. Package design and labeling are also high. The producer recommends training before the product can be used.

Goals and Objectives

Goals for this series are fully specified and general in nature: (1) To present everyday language phenomena. (2) To develop respect for language. (3) To develop competence in language through inquiry. (4) To foster tolerance, inquiry, and sound judgment. (5) To help students discover identity and to express it in speech and writing. (6) To provide a basis for the acquisition of the formal and mechanical skills of English.

Objectives are fully specified and have the same results for all learners. They may be teacher or student selected. Major objectives are: (1) To teach cognitive skills (perceiving, categorizing, inferring, analyzing, inventing, verifying). (2) To teach the mechanical skills of English (grammar, punctuation, structure). (3) To teach written and oral communication. (4) Students will gain insights into the nature of language, into themselves as language users, and into their culture. (5) Given the opportunity to experiment, students will gain self-confidence and pleasure in the study of language. (6) Students will develop the skills they need, and will make choices and set standards that are self-fulfilling. (The analysts felt numbers 4, 5, and 6 are the critical objectives.)

NEW DIRECTIONS IN ENGLISH series, by Freeman B. Anderson Harper & Row Publishers, Inc.

(continued)

Emphasis of goals and objectives is: basic complexity level--perceptual-motor skills; middle level--verbal, subject, and social skills; advanced--cognitive, affective, and valuing skills.

Scope and Sequence

The scope of this series is broad, in depth, and flexible. The basis of the scope, specified in the product, is the acquisition of the following: social, affective, perceptual-motor skills and valuing at a basic complexity level; verbal and subject skills at a middle level, and cognitive skills at an advanced level. Related materials are suggested.

Entry into the series is determined by student ability, but once in a unit, progression is the same for all students. The entry point is determined by the teacher. Progression depends on interrelationships in the subject, taking advantage of opportunities for open-ended development of generalities, and advanced organizers.

Methodology

The methodology for the use of this series is specified, and can be labeled didactic, discovery, inquiry, or experiential. It would be useful in an open or traditional classroom, in any type of learning environment. It is aimed at imparting the following: verbal, social, and perceptual-motor skills at a basic level; subject and affective skills, and valuing at a middle level; and cognitive skills at an advanced level.

Students will work both passively and actively in this series. The teacher determines the choice of activities, the pacing through the product, and the completion time, all variable, taking individual differences into account.

Evaluation

No diagnostic measures are provided--they are left entirely to the user. Evaluative measures for units, and to determine subsequent learning activities are supplied, emphasizing the same level of skills as found in goals and objectives. Some evaluative questions are difficult to understand.

Overall Comments

The author states on page T-10 of the Teacher's Manual, "The principle governing the creation of this text has been to write to the children's comprehension level. This is not to say that children's reading level has been ignored, but rather to indicate that the authors of this text believe that reading should be an active challenge for children, that reading growth is best achieved when the student is stimulated to extend his effort to achieve his goals."

The analysts felt that this series is not an effective tool in teaching English because (1) the assumption that all children entering school have skills as described is unrealistic (see "A Note to Teachers and Parents"), (2) the concept development is too ambitious for the target population, (3) the goals and objectives are too sophisticated for an elementary program, and (4) the books are too difficult for the target population to read.

The first two books, *All About You* and *Backgrounds and Beginnings*, were found to be more interesting and more appropriate than the more advanced books.

This series was rated 5 on a scale of 1 (low) to 19 (high).

BASIC LANGUAGE, by Norma W. Biedenharn, et al — Harper & Row, Publishers, Inc.

Adopted materials:		Publisher's Price:
Gr. 8	MESSAGES AND MEANINGS I	4.32
	MESSAGES AND MEANINGS II	4.32
	Teachers manuals to accompany above textbooks	Price not set

Copyright: 1973

Curriculum Role: Language Arts

Grade Level: 7-8

Student Audience: Average

Instructional Approach: Composition, Language Analysis, Language Mechanism, Traditional

Emphasis: Listening, Oral Language, Grammar, Formal Composition, Concept Formation

Related Materials: Limited supplemental materials are suggested

General Description

These textbooks were written by Harry A. Greene, et al, for grades 7-8 with accompanying teacher's manuals, although both levels were adopted for grade 8 by the state. Some materials in the books were published under the title Building Better English, first copyrighted in 1944. The rationale as quoted from Level II states: "The authors and publishers reaffirm their belief that effective instruction in English must be founded upon a basic-skills approach."

Product Usableness

The analysts felt the content was accurate. Characteristics such as racial, religious, sex or ethnic discriminations were not a consideration. Dialects were used to show standard and non-standard speech patterns. Ratings for technical qualities were as follows: economy of language, interest to target population, quality of illustrations, and organization of labeling were rated average. Rated high were: care in editing, clarity of presentation, prose style, grammar, paper quality, and binding. The analysts felt the price was quite high. They also felt it would take a week or two of preparation time for use of the product and at least a half hour before each lesson. The producer does not mention specific training for the teacher to use Basic Language.

Goals and Objectives

The goals are implied in a publisher's cover sheet. "To help each child attain his full language potential" the publisher states, "It is a basic English program that is founded upon a basic skills approach, retains the best of proven teaching techniques, and incorporates relevant current research." (The analysts could find no proof of this research, because the publishers did not give any evidence.)

The objectives are also implied and the analysts stated that one objective is that the text includes each of the large areas of communication, in that ample treatment is given to speaking, listening, reading, and writing. The goals and objectives emphasize verbal skills, subject skills, and cognitive skills and processes at the basic, middle and advanced levels of complexity, with social skills and affective skills and understandings at the basic and middle levels, while valuing is at the basic complexity only.

The goals and objectives concern use of the materials in an open classroom and in connection with readiness determinations using a didactic approach.

Scope and Sequence

The scope is implied in the characteristics of the product, with emphasis on the same knowledge and skills at the precise complexity levels as stated in Goals and Objectives. The coverage is broad, in depth, and flexible (students may start, complete, or stop at different points.)

The sequence is hinted at by the producer.

Methodology

The specified methodology can be labeled didactic for use in an open classrom, student developmental status or the traditional classroom, emphasizing the same knowledge and skills previously stated.

The methodology requires active participation by the student and does allow for individual differences. The time for completion is fixed and pacing is determined by the teacher who may supplement or curtail the program. The learning environment is left to the user.

Evaluation

Diagnostic and evaluative measures are criterion tests available in booklet form; and supply feedback to the teacher and student the next day, the next week and/or at longer intervals. The producer gives permission to reproduce tests supplied in the manual. The evaluative measures are concerned with the same knowledge and skills mentioned above.

Overall Comment

The analysts stated that each chapter deals with a specific skill and teachers could make objectives from the chapter titles and activities, but they wish the producer would list specific objectives which would be very helpful to the teacher.

Basic Language offers excellent material for the teacher who wishes a traditional type text and classroom. Excellent diagnostic checks and evaluative tests are found in the text. The product contains a wide variety of activities for various ability levels.

Both analysts rated Basic Language 17 on a 1 (low) to 19 (high) scale.

MAKING IT STRANGE, by Synectics, Inc. Harper & Row, Publishers, Inc.

Adopted materials:		Publisher's Price:
Gr. 4	Set of four workbooks MAKING IT STRANGE I, II, III, IV	1.23 each
	Teachers manual	1.23

Copyright: 1967, 1968

Curriculum Role: Language Arts - Creative writing and thinking

Publisher's Grade Level: 3-8

Student Audience: Slow, average, gifted

Instructional Approach: Composition

Emphasis: Listening, oral language, formal composition, creative writing, poetry writing

Related Materials: None suggested

General Description

Making It Strange is a series of four workbooks, using analogies and metaphors to stimulate creative thinking and writing. It is meant to be used as a supplementary workbook, from grades 3-8, and for slow, average, and gifted students.

Product Usableness

The analysts found the material in the workbooks to be accurate, with prose style, language, and interest to the students to be high. The technical qualities (printing, editing, design, etc.) were average. Characteristics such as race, religion, sex, or ethnic discrimination are not a consideration.

It is recommended by the producer that these workbooks be used for brief periods at a time - using them for an extended period would not give the "resting and thinking" time needed.

Goals and Objectives

The goal for this set of workbooks is to help children learn the art of inventive description through the use of analogies.

The teacher's manual gives detailed objectives for each book. Through direct analogy, personal analogy, and symbolic analogy, the student will gain a base for creative thinking and writing. Students will use metaphors to absorb and apply substantive knowledge, and to describe the world in imaginative and inventive terms - using simple comparison, be the thing, and compressed conflict as bases for their writing.

All skills (verbal, subject, cognitive, social, affective, and valuing) are emphasized at an advanced level. This will best be used in an open or individualized classroom, using a discovery, inquiry, or experiential approach.

Scope and Sequence

Reflecting a need for a broad behavioral pattern, the scope is specified in Making It Strange; the acquisition of skills, as in goals and objectives, is at an advanced complexity level. The scope is narrow, but very flexible.

Although these workbooks could be used in any order, the producer recommends using them as numbered, because the sequencing is based on a development from simple to complex concepts. Entry into the overall sequence, as into individual workbooks, is the same, but progression is differentiated, according to the student. Progression is dependent on concepts already known by the student, and will vary because of the open-ended techniques used.

MAKING IT STRANGE, by Synetics, Inc. Harper & Row, Publishers, Inc.
(continued)

Methodology

Making It Strange may be used with any type of classroom (open, individual, traditional, etc.), and in any learning environment. The methodology is discovery or experiential. It is aimed at imparting skills at an advanced level. Students participate actively, and are stimulated both in thinking and writing. Types of activities are determined by the developer, but individual differences are encouraged and provided for.

Evaluation

No evaluative or diagnostic measures are provided - they are left to teacher judgment, determined by the student's writing.

Overall Comment

This series would work well with the designated population (grades 4-8). It is a very personal approach to creative writing, and should be effective in launching children into exciting creative writing. The analysts felt that for the middle grades this would work best with average and gifted students, but should be excellent for all levels of 7th and 8th graders.

Making It Strange is rated 15 on a scle of 1 (low) to 19 (high).

COMMUNICATING: THE HEATH ENGLISH SERIES, by Morton Botel 7 John Dawkins — D. C. Heath and Company

Adopted materials:		Publisher's Price:
Multi-Graded	COMMUNICATING textbooks,	
	Level 1	1.41, t.e. 1.62
	Level 2	3.21, t.e. 3.69
	Level 3	3.48, t.e. 4.02
	Level 4	3.66, t.e. 4.20
	Level 5	3.66, t.e. 4.20
	Level 6	3.66, t.e. 4.20
	*Sentences for COMMUNICATING Activities Kit, Pupils & teachers	1.20, t.e. 1.38
	*Evaluation (spirit masters)	no price
	*Records for use with each level	
	Level 1	6.60
	Level 2	12.00
	Level 3	12.00
	Level 4	12.00
	Level 5	12.00
	Level 6	18.00
	*Games for COMMUNICATING	24.00

*Games NOT AVAILABLE FOR EVALUATION

Copyright: 1973

Curriculum Role: Language Arts (Oral Language Program)

Publisher's Grade Level: 1-6

Student Audience: Average

Instructional Approach: Language Analysis, Language Mechanism, Transformational, Oral Language, Listening

Emphasis: Listening, Oral Language, Grammar

Related Materials: A limited number of related or supplemental materials are recommended and available from the producer.

General Description
This series of 6 texts, 6 records, spirit masters, activity books, and games was written by Norton Botel and John Dawkins with the oral approach, hoping students will gain confidence and then be able to master the written assignments. It is an open-ended language arts program which presents children with real language data from which they may make their own generalizations. Authors feel students should be studying the language, not the grammar of it. Learner verification is unmentioned.

Product Usableness
The analysts of Communicating found the content to be accurate. Characteristics such as racial, religious, sex, ethnic, and occupational were carefully avoided in most instances. There were few references to women, and then only in their usual roles. "Non-standard or Appalachian" dialects were mentioned in the texts, but were discussed in a positive manner to emphasize differences in language usage.

The analysts rated the paper quality as poor; due to high gloss, causing glare while reading. All other aspects of technical quality were rated high, such as care in editing, clarity of presentation, prose style, grammar, economy of language, interest for target area, photography, phonographic reproduction, labeling and price. The binding of activity books was average, while the text books, which are hardback, were rated high. The price was not available for spirit masters, making a price judgment impossible. Games for Communicating were not available for the analysts to view.

The authors did not mention specific training or preparation, but the analysts felt a week or two of preparation time, plus at least a half hour a day, would be necessary for proper use of the product.

Goals and Objectives

The product has specified goals as humanistic, process, and behavioral. "Children should (1) learn to interact with others to solve problems, (2) appreciate and react to good literature by discussion, composition, and dramatization, (3) analyze data to find patterns, and (4) evaluate and improve the effectiveness of group processes."

The objectives are fully specified, also, are fixed (same results for all learners), and specify the type of behavior expected. There are no overall objectives, but each level has specific instructional objectives which are sequential and build upon objectives stated at previous levels. Examples: "Given several stanzas of a poem, the pupil can add a missing line following the rhythm and rhyme scheme. Given a sentence containing 'non-standard' verb forms, the pupil can rewrite them with the 'standard' forms. Given a sentence with a non-human noun and no verb, the pupil can supply a verb to create a personification."

There are no objectives for poetry after level 3, but the scope and sequence chart show further development of poetry. Objectives on levels 4, 5, and 6 seem to be concentrated on instruction as applied to the structure of language.

The goals and objectives in this series reflect the need to acquire verbal skills, subject skills, cognitive skills and processes, social skills and understandings, and affective skills and understanding at the basic and middle complexity levels, with valuing at just the basic complexity level. The goals and objectives concern use of materials in an open classroom using didactic, discovery, or an experiential approach. The authors suggest small heterogeneous groups.

Scope and Sequence

The scope of Communicating is specified by the producer, with emphasis on the same knowledge and skills at the same complexity levels as previously stated. In addition, oral language, dramatizations, role playing, and story telling activities are included in the scope. Overall coverage is broad, in depth, and fixed (each student is presented with the same material regardless of preferences or abilities). There are a limited number of related materials recommended and available from the producer.

The overall sequence is specified, as is sequencing within the units or sections. The sequence is based on a developmental, "nature" view of learning, and an order determined by some logic other than chronology, with a progression from simple to complex concepts, as well as a mode of errorless discrimination. The analysts disagree with the developer's belief of a mode of "errorless discrimination", since the presentation does not create that situation.

Methodology

The methodology is specified in the product and stresses small group instruction with oral language, is didactic, discovery, and experiential in approach. It emphasizes the same knowledge and skills at the same complexity levels as previously stated. The methodology requires active participation by the students, but does not allow for individual differences. The time for completing the material is fixed, and the pacing of students through the material is determined by the teacher, who may supplement or curtail the program.

Evaluation

The producer specifies the spirit masters may be used as a pre-test, post-test, or both, but the analysts and the writer agree that the tests are not diagnostic by nature. Evaluative measures for units, to help determine subsequent activities, and to determine mastery of the material, are built into the product to test student product or behavior or are criterion tests. The testing provides immediate feedback to student and teacher, plus feedback within the week to both. The evaluative measures test verbal knowledge at the basic level, and subject and cognitive skills at the basic and middle complexity levels.

COMMUNICATING: THE HEATH ENGLISH SERIES, by Morton Botel 7 D. C. Heath and Company

(continued)

Overall Comments

The scope and methodology appear to be appropriate for attaining the critically important objectives, according to the analysts. Sequencing and evaluation were rated adequate. The analysts felt the students would exhibit a high interest in the oral aspects of the program, but there should be provisions for "branching" by the gifted students and suggestions or activities for slow students. Slow students would have a difficult time with grammar sections of the series.

The analysts feel the teacher's manuals levels 1-3 are better organized than levels 4-6. The 1-3 levels has student pages reproduced on the same page as the instructional objectives, teaching methods and additional activities, which will greatly assist the teacher in presenting lessons. Levels 4-6 have the teacher's guide at the front of the book, with annotations on the pages. They also feel the dark print on glossy paper is unpleasant, since the paper tended to reflect a glare.

The authors continually say language is studied, rather than a concentrated method of grammar study, but the analysts feel the program stresses grammar study in concentrated form. It employs a transformational approach. The program would be less effective in a class with a great variance of reading abilities.

Communicating was rated 16 on a 1 (low) to 19 (high) scale by both analysts.

THE ARTS AND SKILLS OF ENGLISH, by Owen Thomas and Natalie Stroh — Holt, Rinehart & Winston, Inc.

Adopted materials:		Publisher's Price:
Multi-Graded	BOOK 1	1.50, t.e. 1.74
	BOOK 2	1.80, t.e. 1.92
	BOOK 3	3.99, t.e. 4.17
	BOOK 4	3.99, t.e. 4.17
	BOOK 5	3.99, t.e. 4.26
	BOOK 6	3.99, t.e. 4.26
	Teachers edition of each above textbook	1.44
	Daybook-Skillsbook for books 3-6, pupils and teachers	1.50
	*Ditto Master Tests for grades 3-6	3-4, 12.69, 5-6, 13.44
	Ditto Master Tests not made available for evaluation	

Copyright: 1972

Curriculum Role: English Language Skills Grades 1-6

Publisher's Grade Level: 1-6

Student Audience: Slow, average

Instructional Approach: Composition, Language Analysis, Language Mechanism, Traditional, Oral Language, Listening

Emphasis: Listening, Oral Language, Grammar, Formal Composition, Creative Writing, Poetry Writing, Concept Formation

Related Materials: A limited number of related materials are suggested.

General Description

A textbook series, The Arts and Skills of English, was adopted for grades 1-6. At the first and second grade, the material is in workbook form; grades three to six are hardbound. Also included in the program are consumable skillbooks and ditto master tests for grades three through six. This analysis concerns itself with all materials but the ditto masters, which were not available.

The Teacher's Edition for each level has reduced student pages with notes to the teacher in the margins. Notes to the teacher include purpose, preparation, presentation, answers, follow-up, and additional resources.

The rationale, as explained by Dr. Owen Thomas, is that the content of the English curriculum can be divided into two major areas. One area relates to the arts of English (literature and creative composition) and the second relates to the skills of English (punctuation and spelling). Also included is reading, listening and speaking.

The three major strands, literature, composition, and language, spiral. In the beginning the foundation is laid. In later lessons and books they are referred to and extended. A scope and sequence chart in each Teacher's Guide indicates how the concepts are developed from one book to the next.

Product Usableness

The analysts found the content of these books to be accurate.

They believed racial, religious, ethnic and sectional discrimination was carefully avoided. Slight concern was expressed regarding sex and occupational discrimination in that current stereotyped thinking was mildly reflected in the illustrations.

There was mild disagreement between the analysts regarding some aspects of technical quality. "High" ratings were given by both analysts to paper and printing quality and binding. "Average" to "high" ratings were given to care in editing, clarity of presentation, prose style, grammar, and interest for the target population. A rating of "average" was given to economy of language and quality of photographic reproduction. Both analysts doubted the materials are justifiable in terms of price. The ditto masters are particularly high in price.

Though no specific training is recommended by the author, it was felt a week or two of preparation would be required to implement the program.

Goals and Objectives

Goals and objectives for the program can be found of page ii-x and 401-406 in each Teacher's Edition. The format lists goals for each strand followed by broad objectives for each combination of four chapters.

An example of a goal for the first grade in Literature is "to establish the foundation of mature and critical appreciation."

Examples of objectives are: Book 5 - "Demonstrates that composition can assume a variety of forms," and "Demonstrates an operational understanding of different kinds of sentences."

The goals and objectives emphasize verbal knowledge, subject skills, cognitive skills and processes, social skills and understanding, and valuing at basic, middle and advanced complexity levels. Perceptual-motor skills are emphasized at a basic level of complexity.

These goals and objectives concern use of materials in an open classroom or for individual prescription and reflect didactic, discovery, inquiry and experiential approaches to learning.

Scope and Sequence

The scope of The Arts and Skills of English are fully specified in the Teacher's Edition of each level. They concern acquisition of the same knowledge and skills at the same complexity levels as referred to in Goals and Objectives. The broad topic of English is treated in depth and each student is presented with the same material. A limited number of related materials are suggested in the Teacher's Edition.

The sequence for each level and each chapter is specified. It is based on a developmental view of learning and progresses from simple to complex concepts.

Methodology

The methodology specified by the author is didactic, discovery and experiential. It is aimed at imparting the same knowledge and skills referred to earlier with the exception of valuing which is at a basic complexity level. The program requires the active participation of students and takes their individual differences into account. It is assumed each level will be completed in one year.

Evaluation

The authors point out that an advantage in separating the arts from the skills of English is that different objectives and evaluative measures can be written for each. Objectives for the arts are less specific and the evaluation more creative and judgmental, whereas precise and readily measurable objectives were established for the skills sections.

Separate evaluation components are available and are on spirit duplicating masters. The arts section is designed to aid the teacher in assessing conceptual growth; professionally designed tests are included for the skills sections.

The evaluation component was not available for analysis.

Overall Comments

The analysts felt this series is very adequate for attaining the desired goals and objectives. It was noted that new terms introduced could be a hindrance in the first years of usage. For instance, in the sixth grade students are introduced to the terms "matrix sentence" and "insert sentence" when learning about recursiveness.

THE ARTS AND SKILLS OF ENGLISH, by Owen Thomas and Natalie Stroh — Holt, Rinehart & Winston, Inc.

(continued)

It was agreed the program did a good job of spiraling and should, therefore, be adopted for all grade levels in order to be effective.

Special praise was given to the quality of literature scattered throughout the series.

The Arts and Skills of English was rated 8 and 15 on a scale of 1 (low) to 19 (high).

CONCEPTS IN COMMUNICATION SERIES, by Albert R. Kitzhaber, et al — Holt, Rinehart & Winston, Inc.

Adopted materials:		Publisher's Price:
Gr. 8	INVENTION AND SYSTEM (hardbound, also available in 2 paperback editions)	4.50, t.e. 3.00
	PURPOSE AND CHANGE (hardbound, also available in 2 paperback editions)	4.65, t.e. 3.00

Not adopted:		
	INVENTION AND SYSTEM	
	tests	no price set
	transparencies	75.00
	PURPOSE AND CHANGE	
	tests	no price set
	transparencies	75.00
	STUDY AND THE BASIC SENTENCE	
	2 F/S, LP rec.,teachers guide	28.16
	EMBEDDING AND WRITING SYSTEMS	
	2 F/S, LP rec.,teachers guide	28.16

Invention and System is a revision of Language/Rhetoric I. Purpose and Change is a revision of Language/Rhetoric II. Both books are a part of the Oregon Curriculum, originally published by Holt, Rinehart and Winston, Inc., in 1968. The Oregon Curriculum evolved out of materials developed by the Oregon Curriculum Study Center under the direction of Albert R. Kitzhaber. This curriculum has been tested and evaluated by junior and senior high school teachers in seven Oregon school districts.

General Overview of Textbooks

Each book is divided into two sections. The first section emphasizes creative and expository writing. A similar sequence is followed in each chapter of the first section: A short story or article followed by discussion questions, written excercises, and a culminating original piece of writing by the student. The second section of each book deals with the structure of language providing excercies in formalized grammar, vocabulary development, use of the dictionary and spelling rules.

The format is attractive with contemporary illustrations and photographs. Subject matter is broad and seems of high interest for the target age group. Reading level would be appropriate for the average to above average learner.

Each book could be used as the major tool for teaching written English and provides a good review of language structure.

Constraints

This book would be too difficult for the less able learner. It presupposes certain abilities and skills. Sequencing is very well delineated and is the same for all students using this material. Individual differences are accommodated and encouraged through discussion questions and the student's own stories and themes.

INTERACTION   Houghton-Mifflin Company

Adopted materials:		Publisher's Price:
Non-Graded	ANIMAL DICTIONARY, by Eileen C. Ahrenholz	.54
	SIGNS, by Murray and Roberta Koch Suid	.54
	JOKES, by Yetive J. Bradley	.48
	REBUSES, by Robin B. Cano	.63
	RHYMES, by Peter F. Neumeyer and Robin B. Cano	.75
	RIDDLES, by Robin B. Cano and Robert Pierce	.39
	STORIES, by Robin B. Cano and Bee Thorpe	1.65
	WHEE! I CAN BE, by Robin B. Cano	.36
	Teachers edition of above textbook	.45
	ANIMAL STORIES, by Robin B. Cano, et al	1.20
	COMICS -- TAB AND LIL, by James Morrow and Murray Suid	.45
	GAME SONGS, by Robin B. Cano	.57
	JUMP ROPE JINGLES AND OTHER USEFUL RHYMES, by Robin B. Cano and Peter F. Neumeyer	.75
	POEMS, by Peter F. Neumeyer and Bee Thorpe	.75
	TONGUE TWISTERS, by James Higgins	.63
	OLD TALES I, by Helen Neumeyer	1.35
	OLD TALES 2, by Helen Neumeyer	1.35
	FAVORITE STORIES, by Robin B. Cano, et al	1.44
	NATURE STORIES, by Robin B. Cano, et al	1.20
	COMICS TO FILL, by Murray Suid, et al	.45
	ANIMAL ENCYCLOPAEDIA, by Robin B. Cano and Irving Wasserman	1.65
	GAMES TO PLAY, by Bobby Seifert and Robin B. Cano	.66
	SONGS, by Bee Thorpe and Robert M. Helm	1.44
	Teachers edition of above textbook	1.44
	THINGS TO MAKE, by Robin B. Cano	.57
	Teachers edition of above textbook	.57
	MORE POEMS, by Peter F. Neumeyer and Bee Thorpe	.99
	SCARY TALES, by Bee Thorpe	1.44
	FOLK TALES 1, by Helen Snell Neumeyer and Bee Thorpe	1.44
	FOLK TALES 2, by Helen Snell Neymeyer and Bee Thorpe	1.44
	MORE STORIES, by Robin B. Cano and Bee Thorpe	1.44
	Interaction Teachers guide for Level 1	5.25
	12 Workbooks for use with Level 1	
	Read N' Write booklets	
	About Me	.21
	Happy Birthday	.21
	My Pet	.21
	Names	.36
	Wow! My Tooth Came Out	.21
	Yum, Yum and Yum	.21
	Me	.36
	I Stayed Overnight	.21
	Ouch! I Got A Shot	.21
	The Time I Got Lost	.21
	Interaction tracking chart	.12

The following are for use with Level 1 English textbooks, INTERACTION:

*Add On, Level 1(individual card deck)		2.40
*Silly Syntax 1, Level 1 (individual card deck)		
*Silly Syntax 2, Level 1 (individual card deck)		7.50
*Talk & Take Game, Level 1		6.75
*Student Tracking Chart, Level 1	(30 for 2.40)	.12
*Punctuation Booklet, Level 1		.75
*Photo Stories Red, Level 1		3.50
*Photo Stories Blue, Level 1		3.30
*Activity Cards, Level 1, Complete set		60.00
*Rhymes, Level 1, cassette		5.25
*Nature Stories, Level 1, cassette		5.25
*Old Tales 1, Level 1, cassette		5.25
*Old Tales 2, Level 1, cassette		5.25
*Tongue Twisters, Level 1, cassette		5.25
*Animal & Favorite Stories, Level 1, cassette		5.25
*Game Songs, Level 1, cassette		5.25

INTERACTION (Cont.)

Adopted materials:		Publisher's Price:
Non-Graded	*Jump Rope Jingles and Other Useful Rhymes, Level 1, cassette	5.25
	*Poems, Level 1, cassette	5.25

The following are for use with Level 1 English textbooks, INTERACTION:

*Scary Tales, Level 1, cassette	5.25
*Folk Tales 1, Level 1, cassette	5.25
*Things to Make, Level 1, cassette	5.25
*More Poems, Level 1, cassette	5.25
*Songs, Level 1, cassette	10.50 (2)
*More Stories, Level 1, cassette	5.25

Textbooks:

ADVENTURE STORIES 1, by Irving Wasserman and James Higgins	1.35
COMICS -- RADAR, ANTENNA AND GYRO, by James Morrow and Murray Suid	.45
INSULTS, by Peter Neumeyer and Irving Wasserman	.63
JUMP ROPE JINGLES AND OTHER USEFUL RHYMES, by Robin B. Cano and Peter F. Neumeyer	.63
LIMERICKS, by Irving Wasserman	.48
MYTHS, by Ronald Goodman, et al	.84
PHOTOS, by Murray and Roberta Suid	.54
REBUSES, by Irving Wasserman	.60
RIDDLES, by Robert Pierce and Robin Cano	.99
SHORT PLAYS 1, by Roberta Koch Suid, et al	1.50
SIGNS, by E. Graham Ward and Robert Pierce	.66
SONGS, by Bee Thorpe and Robert M. Helm	.78
TERRIBLY TOUGH TONGUE TWISTERS, by James Higgins	.48
COMICS TO FILL, by Murray Suid, et al	.45
CHARTS AND GRAPHS, by Irving Wasserman	.75
FABLES, by Herbert Kohl	.66
FOLK TALES 1, by Ronald Goodman	.84
FOLK TALES 2, by Ronald Goodman	1.20
GAMES, by Bobby and Michael Seifert	
HUMOROUS STORIES, by James Higgins and Bee Thorpe	1.95
JOKES AND PUNS, by Irving Wasserman	.48
LEGENDS, by Ronald Goodman, et al	1.20
MYSTERY STORIES, by James Higgins	1.29
PHOTOS WITH CAPTIONS, by Murray and Roberta Suid	.54
PROVERBS, by Murray and Roberta Suid	.36
RECIPES, by Irving Wasserman	1.05
SCIENCE ENCYCLOPAEDIA, by Irving Wasserman and Robin Cano	.84
SHORT PLAYS 2, by Roberta Koch Suid, et al	1.50
STORY POEMS 1, by Peter Neumeyer and Robert Pierce	.78
TRUE STORIES 1, by Betty Jane Wagner	1.50
FANCIFUL STORIES, by Bee Thorpe	1.20
CROSSWORD PUZZLES, by James Higgins	.36
ADVENTURE STORIES 2, by Irving Wasserman and James Higgins	.90
ANIMAL STORIES, FICTION, by Irving Wasserman and Robin B. Cano	.90
ANIMAL STORIES, TRUE, by Bee Thorpe	1.35
BRAIN TEASERS, by James Higgins and Irving Wasserman	.75
CODES, by Bobby Seifert	.75
DICTIONARY OF LOCAL LINGO, by Bobby and Michael Seifert	.75
INFORMATION 1, by Betty Jane Wagner	.60
INFORMATION 2, by Betty Jane Wagner	.60
MAPS, by Helen Snell Neumeyer	.99
POEMS, by Robert Pierce and Peter Neumeyer	.72
SCIENCE FICTION STORIES, by Robert Pierce	1.29
SPORTS, by Irving Wasserman	1.11
THINGS TO DO AND MAKE, by Irving Wasserman and Betty Jane Wagner	1.35
TRUE STORIES 2, by Betty Jane Wagner	1.35
STORY POEMS 2, by Peter Neumeyer and Robert Pierce	.72
Interaction Teachers guide for Level 2	5.25

INTERACTION (Cont.)

Adopted materials:		Publisher's Price:	
The following are for use with Level 2 English textbooks, INTERACTION:			
*Short Plays 1, Level 2, cassette		5.25	
*Myths, Level 2, cassette		5.25	
*Terribly Tough Tongue Twisters, Level 3, cassette		5.25	
*Adventure Stories 1, Level 2, cassette		10.50	(2)
*Jump Rope Jingles and Other Useful Rhymes, Level 2, cassette		5.25	
*Limericks, Level 2, cassette		5.25	
*Songs, Level 2, cassette		10.50	(2)
*Photo Stories (Green), Level 2		3.30	
*Activity Cards, Level 2, Complete set		105.00	
*Photo Stories (Blue), Level 2		3.30	
*Student Tracking Chart, Level 2	(30 for 3.00)	.15	
*Punctuation Booklet, Level 2		.99	
*Silly Syntax Set, Level 2 (3 decks)		15.75	
*Short Plays, Level 2, cassette		5.25	
*Mystery Stories, Level 2, cassette		5.25	
*Fanciful Stories, Level 2, cassette		5.25	
*Story Poems 1, Level 2, cassette		5.25	
*Legends, Level 2, cassette		5.25	
*Science Encyclopaedia, Level 2, cassette		5.25	
*Humorous Stories, Level 2, cassette		5.25	
*Folk Tales 2, Level 2, cassette		10.50	(2)
*True Stories 1, Level 2, cassette		5.25	
*Fables, Level 2, cassette		5.25	
*Jokes and Puns, Level 2, cassette		5.25	
*True Stories 2, Level 2, cassette		10.50	(2)
*Information 1, Level 2, cassette		5.25	
*Sport Stories, Level 2, cassette		10.50	(2)
*Science Fiction Stories, Level 2, cassette		10.50	(2)
*Animal Stories (Fiction), Level 2, cassette		5.25	
*Animal Stories (True), Level 2, cassette		5.25	
*Story Poems 2, Level 2, cassette		5.25	
*Adventure Stories 2, Level 2, cassette		10.50	(2)
*Poems, Level 2, cassette		5.25	
*Information 2, Level 2, cassette		5.25	
Textbooks:			
BALLADS, by Bee Thorpe, et al		.99	
BIOGRAPHY 1, by Betty Jane Wagner		.66	
COMICS, by Bill Blackbeard		.99	
DICTIONARY OF LOCAL LINGO, by Bobby and Michael Seifert		.48	
FICTIONAL BIOGRAPHY 1, by Betty Jane Wagner		.96	
FICTIONAL MEMOIR 1, by Betty Jane Wagner		.75	
FICTIONAL MEMOIR 2, by Roberta Koch Suid		.75	
JOKES, by James Higgins and Betty Jane Wagner		.66	
LEGENDS, by Betty Jane Wagner, et al		.78	
LIMERICKS, by Betty Jane Wagner	(mature) .39	.39	
PHOTOS WITH CAPTIONS, by Murray and Roberta Suid		.54	
SCIENCE FICTION 1, by Robert Pierce		1.50	
CROSSWORD PUZZLES, by James Higgins		.35	
COMICS TO FILL, by Murray Suid		.45	
ADVENTURE STORIES 1, by James Higgins and Betty Jane Wagner		1.11	
ADVENTURE STORIES 2, by James Higgins and Betty Jane Wagner		1.47	
BIOGRAPHY 2, by Betty Jane Wagner and Floren Harper		.63	
BRAIN TEASERS, by James Higgins and Irving Wasserman		.66	
CODES, by Bobby Seifert		.75	
CHRONICLE 1, by Betty Jane Wagner		1.95	
CHRONICLE 2, by Betty Jane Wagner		1.14	
FICTIONAL AUTOBIOGRAPHY 1, by Robert Pierce and Roberta Koch Suid		.87	
FICTIONAL AUTOBIOGRAPHY 2, by Roberta K. Suid and Floren Harper		.87	
LETTERS 1, REAL AND IMAGINED, by E. Graham Ward and Floren Harper		.48	

INTERACTION (Cont.)

Adopted materials:		Publisher's Price:
LETTERS 2, REAL AND IMAGINED, by E. Graham Ward and Floren Harper		.57
MAPS, by Robert Pierce and Peter Neymeyer		.66
MYSTERY STORIES 1, by James Higgins		.75
MYSTERY STORIES 2, by James Higgins		1.05
MYTHS, by Robert Pierce, et al		1.35
NARRATIVE POETRY, by Robert G. Pierce and Peter F. Neumeyer		1.35
PHOTOS, by Murray and Roberta Suid		.54
PROVERBS AND ONE LINE SAYINGS, by Roberta and Murray Suid		.21
SCRIPTS 1, by Floren Harper and E. Graham Ward		1.35
SCRIPTS 2, by Floren Harper		1.47
SCRIPTS 3, by Floren Harper		1.35
TRANSCRIPTS 1, by E. Graham Ward		.96
TRANSCRIPTS 2, by E. Graham Ward		1.05
CHARTS AND GRAPHS, by Irving Wasserman		.54
ADVERTISEMENTS, by E. Graham Ward		.75
AUTOBIOGRAPHY 1, by Robert G. Pierce		.75
AUTOBIOGRAPHY 2, by Roberta Koch Suid		.75
DIARIES, by Roberta Koch Suid		.99
FICTIONAL CHRONICLE, by Betty Jane Wagner		1.14
FICTIONAL DIARIES, by Betty Jane Wagner and Roberta Koch Suid		.57
HUMOROUS STORIES, by James Higgins		1.29
INFORMATIVE ARTICLES 1, by Betty Jane Wagner		2.10
INFORMATIVE ARTICLES 2, by Betty Jane Wagner	(mature) 1.05	1.05
MEMOIR 1, by Roberta Koch Suid and Betty Jane Wagner	(mature) .75	.75
MEMOIR 2, by Roberta Koch Suid and Betty Jane Wagner	(mature) .75	.75
PARABLES, by Bobby Seifert and Ronald Goodman		.57
SIGNS, by Robert Pierce and E. Graham Ward		.66
SONGS, by Bee Thorpe and Robert M. Helm		.99
ESSAYS IN REFLECTION 1, by E. Graham Ward		.66
ESSAYS IN REFLECTION 2, by E. Graham Ward	(mature)1.41	1.41
DIALOGUES AND MONOLOGUES 1, by Christopher Brooks, et al		.57
DIALOGUES AND MONOLOGUES 2, by Christopher Brooks, et al		.72
EYEWITNESS REPORTAGE, by E. Graham Ward and Robert Pierce		.90
FABLES, by Herbert Kohl	(mature) .60	.60
HAIKU, by E. Graham Ward and Floran Harper	(mature) .39	.39
SCIENCE FICTION 2, by Robert Pierce		1.44
SCIENCE FICTION 3, by Robert Pierce and Murray Suid		1.50
SPORTS STORIES, by Roberta Koch Suid		.96
FICTIONAL BIOGRAPHY 2, by Roberta Koch Suid		.96
LYRIC POETRY, by Robert Pierce and Peter Neumeyer		1.30
READERS THEATER, by Floren Harper		1.47
REPORTAGE, by E. Graham Ward		1.35
Interaction Teachers guide for Level 3		

The following are for use with Level 3 English textbooks, INTERACTION:

*Ballads, Level 3, cassette	10.50	(2)
*Fictional Memoir 1, Level 3, cassette	10.50	(2)
*Limericks, Level 3, cassette	5.25	
*Science Fiction 1, Level 3, cassette	10.50	(2)
*Legends, Level 3, cassette	10.50	(2)
*Biography 1, Level 3, cassette	5.25	
*Photo Stories (Green), Level 3	3.30	
*Activity Cards, Level 3, Complete set	105.00	
*Card Games Set, Levels 3 & 4 (4 decks)	16.50	
*Narrative Poetry, Level 3, cassette	10.50	(2)
*Humorous Stories, Level 3, cassette	10.50	(2)
*Diaries, Level 3, cassette	10.50	(2)
*Letters 2, Level 3, cassette	10.50	(2)
*Informative Articles 1, Level 3, cassette	5.25	
*Fictional Autobiography 1, Level 3, cassette	10.50	(2)
*Fictional Autobiography 2, Level 3, cassette	10.50	(2)
*Autobiography 1, Level 3, cassette	10.50	(2)
*Autobiography 2, Level 3, cassette	10.50	(2)
*Fictional Memoir 2, Level 3, cassette	5.25	
*Memoir 1, Level 3, cassette	5.25	

INTERACTION (Cont.)

Adopted materials:		Publisher's Price:
*Memoir 2, Level 3, cassette		5.25
*Eyewitness Reportage, Level 3, cassette		10.50 (2)
*Reportage, Level 3, cassette		10.50 (2)
*Essays in Reflection, Level 3, cassette		5.25
*Essays in Reflection 2, Level 3, cassette		10.50 (2)
*Mystery Stories 1, Level 3, cassette		10.50 (2)
*Mystery Stories 2, Level 3, cassette		10.50 (2)
*Science Fiction 2, Level 3, cassette		5.25
*Science Fiction 3, Level 3, cassette		10.50 (2)
*Haiku, Level 3, cassette		5.25
*Lyric Poetry, Level 3, cassette		5.25
*Chronicle 1, Level 3, cassette		10.50 (2)
*Chronicle 2, Level 3, cassette		5.25
*Fictional Chronicle, Level 3, cassette		10.50 (2)
*Adventure Stories 1, Level 3, cassette		10.50 (2)
*Adventure Stories 2, Level 3, cassette		10.50 (2)
*Fables, Level 3, cassette		5.25
*Myths, Level 3, cassette		10.50 (2)
*Parables, Level 3, cassette		5.25
*Dialogues & Monologues 1, Level 3, cassette		10.50 (2)
*Dialogues & Monologues 2, Level 3, cassette	(mature) 5.25	5.25
*Fictional Biography 2, Level 3		5.25

Not adopted:		
Punctuation cassettes		15.75
Whee! I Can Be, Riddles, and Stories		5.25
Animal Encyclopedia		5.25
Folk Tales 2		5.25
Jokes		5.25
Teacher guides level 1-2		.60
Experience chart	(30 for 4.50)	.18
Read and Write Booklets		
All About Me		.36
My Make-Believe World		.36
Punctuation cassettes		21.00
Folk Tales 1 cassette		5.25
Teacher guides level 1-2		.60
Games		
Talk and Take		6.75
Card Game Set		25.00
Experience chart	(30 for 4.50)	.18
English Through Interaction		
In-Service/Classroom Instruction Films		
A Pupil-Centered Classroom (color)		288.00
Body English		144.00
Creative Dramatics		144.00
Reading Activities		144.00
Small-Group Improvisation		144.00
Small-Group Writing		144.00
Do and Talk		144.00
Discussing Topics		144.00
Story Theater		156.00
Literacy Kit - Phonics Films		
Sound Out Films, complete set of 34		450.00
Teachers guide		.60
Films and Books, Activity Cards		4.95
First Stories Booklet		.75
Nonsense Booklet		.75
Stamps and Handy Letters		36.00
Bingo Set, Complete		9.00
Board Games and Card Games		45.00
Cast-a-Spell		13.50

INTERACTION (Cont.)

Not adopted:	Publisher's Price:
Cassette, First Stories and Nonsense (Punctuation Cassette)	5.25
5 Wheel Word Spinner and Activity Cards	18.25
3 Wheel Word Spinner and Activity Cards	14.70
Using Language, Activity Cards	6.00
Make and Play, Activity Cards	4.65
Word Turning, Activity Cards	4.35
Handwriting, Activity Cards	9.75
Punctuation Booklet (consumable)	.45
Tracking Chart (Set of 30)	3.30
Nutty Stuff 1, 2, 3, 4 (consumable)	.27 each
This Is The Pad That Pat Has (consumable booklet)	.27
Teachers Guide Literacy Kit	5.25

Copyright: 1973

Curriculum Role: Student-Centered Language Arts and Reading Program

Publisher's Grade Level: Non-graded K-13 "Open Classroom"

Student Audience: Slow, average, gifted

Instructional Approach: Individualized Reading and Language Arts

Emphasis: Listening, Oral Language, Concept Formation, Limited Grammar and Creative Writing

Related Materials: An extensive number are recommended and supplied from the producer. (Some were not state adopted.)

General Description

Interaction was written by James Moffett, et al, and contains approximately 250 components, 45 of which are not state adoptions. In addition to the authors, 32 teachers, supervisors, artists, and media specialists worked on the program. The rationale for the development of this program is to impart a particular view of a subject matter, to apply a particular instructional approach and to supply material for use in a certain system for the management of instruction. There is no evidence of learner verification, although users are encouraged to write to the publisher with questions and/or suggestions.

Product Usableness

The analysts judged the content to be accurate. Characteristics such as racial, religious, sex, and ethnic discriminations were either not a consideration in some materials, or were carefully avoided. In technical qualities, the analysts felt the distinguishability of parts and readability of labels was poor. Rated average were quality of recordings (only a sample of recordings were available for analysis), sound reproduction, binding, and organization of label information. Receiving a high rating were care in editing, clarity of presentation, prose style, interest for target population, paper quality, printing quality, quality of photography and photographic reproduction, and cassette durability. The price was justifiable.

The product demands specific training of the teacher, a month or more of preparation time before using the product in addition to at least a half hour of preparation time before each class session and periodic evaluations on the part of the teacher every 30 days or less.

Goals and Objectives

The goals of Interaction are specified and general. Page VII, 20, 21, and 22 of the teacher's manual states: 1) "To restore wholeness--(language arts should be studied together, reinforcing each other). 2) To expand to his fullest range, each students' capacity to transmit and receive experience." There is another goal for the program (pages 20-21), but it relates to the Literecy Kit which was not adopted by the state and, therefore, unavailable for analysis.

INTERACTION Houghton-Mifflin Company

(continued)

The specified objectives are variable (different results from different learners), specify the type of behavior expected, and the conditions under which it will occur. They are student-selected. Examples: "The student will be able to send and receive orally and in writing the eight ways that make up our speech and writing." 1) Word play (rhyme, rhythm, puns, riddles, etc.). 2) Labels and captions (words used in conjunction with pictures, graphs, etc.). 3) Conversation (oral improvizations, play scripts, etc.). 4) Made-up stories (fiction, fables, etc.). 5) True stories. 6) Directions. 7) Information (generalized facts). 8) Ideas (generalized opinion, statement and theory).

The goals and objectives concern use of the materials in an open classroom using a discovery and/or experiential approach to learning.

Scope and Sequence

Included in the scope, which is specified, are selections from classical literature, folktales, poetry, biographies, original writings by contemporary authors, contemporary topics (i.e. teenage problems, urban problems, etc.) and writing with ethnic or national emphasis.

The scope reflects the need to acquire knowledge and skills as follows: verbal skills, subject skills, and social skills and understandings at the basic, middle, and advanced complexity levels, with cognitive skills and processes, affective skills and processes, and perceptual-motor skills at the basic and middle levels of complexity.

Coverage in the product overall is broad, in depth, and flexible (students may start at different points, cover different parts, or end at different points). Coverage in the sections or units reflects coverage in the product overall. Limited amounts of supplemental materials are suggested and are available from the producer.

The overall sequence is hinted at by the developer, while sequencing within units or sections is left entirely to the user.

Methodology

The methodology is specified in the product and can be labeled discovery and/or experiential, to be used in an open classroom. The methodology emphasizes verbal skills, subject skills, social skills and understandings, and affective skills and understanding at the basic and middle complexity levels, with perceptual-motor skills at the basic level of complexity. The methodology requires active participation by the students, while allowing for individual differences. The mode of presentation is multimedia which appears appropriate for the specified methodology. Pacing of the students through Interaction is determined by the student, on the basis of interest and self-selected goals. The learning environment should be open, allowing for individual differences, different modes of learning and individual options. The teacher's manual shows you on pages 28 and 29 how to establish a working situation which is a "truly student-centered classroom."

Evaluation

There are no diagnostic measures. However, evaluative measures are described in order to assist the user in supplying them. They consist of student product or behavior, student logs or journals, and teacher judgment, all usable by the teacher and students.

The emphasis in evaluation is based on verbal skills, social skills and understandings, and affective skills and understanding at the basic complexity level, with subject skills and perceptual-motor skills at the basic and middle levels of complexity.

Overall Comments

The analysts felt the content was well suited for the objectives and found them congruent throughout. The evaluative measures were thought to be inadequate because they depend mainly on judgments and observations, and that is too vague.

The materials on Level 2 and 3 are excellent for teaching literature, reading comprehension, drama, and composition, but not for teaching other language arts skills to any but advanced students. Interaction fits the target area well because the levels are intended to overlap, taking

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(continued)

into account student ability. Level I is intended to be used for K-3; Level II is for 4-6 (with overlapping into grade 3 for the mature 3rd graders and in 7-8 for the less mature); Level III for 7-12; Level IV is available for mature high school students and college freshmen. All materials are cross-referenced to lead students from one type of material to another.

The great variety of materials include all types of fiction and nonfiction stories, poetry, drama, pictorial and graphic (photos, maps, comics, signs, etc.) booklets, things to make, puzzles, games, rebuses codes, jokes, epigrams, and proverbs. All booklets and stories come in sets of six since the developer feels that students should interact constantly.

This is a completely individualized program where students make all the choices. Therefore, the program is not relevant to a traditional classroom or a closed environment.

Interaction was produced as a total language arts program with all components of communication interwoven. The groundwork for decoding, spelling, and punctuation is done by the Literacy Kit, which the state did not adopt. This cuts the foundation out of the beginning reading and the remediation segments of the program. Punctuation, as a skill, is supposed to be taught by voice intonation through cassettes and punctuation booklets with selections from other materials so they can be self-checked. The booklets were adopted by the state, but not the cassettes. Sentence structure and grammar are taught by the Silly Syntax cards, which the analysts did not have available for analysis, though they were adopted. The materials they did analyze were excellent for oral speech and drama, literature, reading comprehension and composition.

The analysts rated the methodology inadequate because this program needs a highly trained teacher. The teacher's manuals run from 165-181 pages, but devote little time in carefully explaining the management of the program. There are some diagrams about how children group or regroup into different activities, but there are no management details. The chapter titled, "How to Teach Interaction," devotes all but 2 pages in explaining how the materials teach the students. Suggestions about how to move into Interaction are in the last chapter of each manual, but are only outlined and general. The analysts, therefore, recommended specific training of teachers. Interaction has produced some in-service films, but they were not adopted by the state.

The authors mention aides in passing. The program will not work without full-time volunteer or paid aides. How many aides needed would depend upon the expertise of the teacher.

Again, evaluation techniques are outlined, but not specified. Teachers would need careful preparation. A great deal of time would be needed for both planning and evaluation.

The materials, not the program, could fit well into other types of classrooms with philosophies of individualization other than free student choice of materials, routes and follow up.

The analysts rated Interaction 14 on a 1 (low) to 19 (high) scale.

EXPRESSIVE WRITING, Practical/Creative, by Pickering and Boehm

Knowledge Aid

Adopted materials:		Publisher's Price:
Gr. 7	*EXPRESSIVE WRITING, Practical/Creative, by Pickering and Boehm	79.95

Copyright: 1971

Curriculum Role: Composition

Grade Level: Seventh

Student Audience: Slow, average

Instructional Approach: Composition, thematic, listening

Emphasis: Listening, formed composition, creative writing, concept formation

General Description

A combination of practical and creative writing, this program was designed for the intermediate student to supplement and compliment the language arts curriculum. Packaged in a 12½"x10" box, the kit contains nine professionally recorded cassettes, six consumable Writer's Guides , and a Teacher's Guide. The author Diane M. Bolhon, gives as her rationale ..."to encourage students to develop the skills necessary to help them express themselves in a meaningful way through the written word."

The Teacher's Guide is explicit and detailed. It outlines the purpose, entrance behaviors, learner objectives, materials, readiness, suggested procedures, unit evaluation and enrichment for each lesson. It also includes unit evaluation tests that can be duplicated for the students.

Product Usableness

The analysts felt the content of the program was accurate. They agreed that racial discrimination was carefully avoided and religious, ethnic, sectional and occupational discrimination were not considerations. There was disagreement, however, on the matter of sexual discrimination. A woman's voice is heard only in one unit, on "Reporting." One analyst felt that is sexual discrimination; the other felt since the program was developed by a man, it is natural for him to do most of the speaking.

Good ratings were given to many of the attributes of technical quality, including care in editing, clarity of presentation, prose style, grammar, interest to the target population, quality of recording, and distinguishability of parts. Other attributes, such as economy of language, printing quality, cassette durability, design and durability of box, and labeling, received average ratings. Overall, the analysts felt the program would be easy to manage. They indicate the voices on the tapes are pleasant and easy to understand.

Although the author does not mention any specific training necessary for using this kit, the analysts felt about a half hour of preparation would be necessary before each class session.

Goals and Objectives

The goals of Expressive Writing are specified on page three of the teacher's guide:

1. To recognize and understand the function of several different types of writing.
2. To understand the skills involved in the different types of writing.
3. To increase and sharpen the patterns of logic through structured writing situations.
4. To write expressively in a practical and creative manner.
5. To expand language facility.

Learner objectives are clearly stated in the teacher's guide for each lesson, along with entrance behaviors desired for students. For example, the entrance behavior for a unit on news reporting is that "the student has read a straight news item in the newspaper;" the learner objective is "the student demonstrates an understanding of the straight news report by writing a straight news report."

The goals and objectives emphasize verbal knowledge, subject skills, cognitive skills, affective skills and valuing at a middle level of complexity and social skills at a basic level. They concern use of the program in an open classroom, in individual prescription situations, or in connection with readiness. They reflect didactic and inquiry approaches to learning.

Scope and Sequence

The basis for the scope of this program is specified in the teacher's guide and is concerned with the acquisition of the same skills at the same levels of complexity as mentioned under goals and objectives.

Coverage in the program overall is broad, in depth, and flexible. Students could start at different places or cover different units. Extensive related materials are described in the teacher's guide.

The sequence of the program overall is recommended by the publisher. Within units the sequence is specified. It is developmental in nature and progresses from simple to complex concepts. The entry point into the program overall depends on previous student achievement. Progression through each unit is programmed. Because the program is on tape, it would be possible for a student to repeat a unit until mastery of the objectives was achieved.

Methodology

The methodology for the use of the kit is specified in the teacher's guide. It can be labeled didactic, programmed, inquiry and experiential. These methods can be managed in any classroom situation, and are aimed at imparting the same skills as previously listed.

The teacher's guide suggests that the materials be used either individually, or in small groups.

Evaluation

Diagnostic and evaluative measures are supplied in the program, and could provide feedback to the student and the teacher within a day. The analysts felt the pre and post tests are well done, and the student notebooks provide excellent opportunities for the child to show his progress.

Overall Comment

In general the analysts were favorable in their comments about this kit. Their major concern was over the placement on the state matrix for grade 7. They felt it could only be used with that age group if the students were unsophisticated. They felt that the author designed the program for the intermediate grades, and that is where it belongs. The analysts suggest it could be purchased by several teachers at different grade levels, and shared. They agreed the price was reasonable.

Expressive Writing was rated 13 and 16 on a scale of 1(low) to 19(high).

THE LAIDLAW LANGUAGE EXPERIENCES PROGRAM, by John S. Hand, et al

Laidlaw Brothers, A Division of Doubleday and Company, Inc.

Adopted materials:		Publisher's Price:
Multi-Graded	LISTENING AND TALKING	.93
	Teachers edition	1.08
	LISTENING, READING AND TALKING	1.56
	Teachers edition	1.74
	LISTENING, READING, TALKING, AND WRITING	1.80
	Teachers edition	2.13
	ADVENTURES IN ENGLISH	3.75
	Teachers edition	4.23
	Activity books	1.20, t.e. 1.26
	Tests, ans. key	.48, a.k. .18
	EXPLORING IN ENGLISH	3.75
	Teachers edition	4.23
	Activity books	1.20, t.e. 1.20
	Tests, ans. key	.48, a.k. .18
	DISCOVERY IN ENGLISH	4.11
	Teachers edition	4.59
	Activity books	1.20, t.e. 1.26
	Tests, ans. key	.48, a.k. .18
	PROGRESS IN ENGLISH	4.11
	Teachers edition	4.59
	Activity books	1.20, t.e. 1.26
	Tests, ans. key	.48, a.k. .18
Gr. 8	GROWTH IN ENGLISH	5.04
	Teachers edition	5.52
	Activity books	1.20, t.e. 1.26
	Tests, ans. key	.48, a.k. .18
	POWER IN ENGLISH	5.04
	Teachers edition	5.52
	Activity books	1.02, t.e. 1.26
	Tests, ans. key	.48, a.k. .18

Copyright: 1972, 1973

Curriculum Role: Language Arts

Publisher's Grade Level: Multi-Graded K-8

Student Audience: Not specified

Instructional Approach: Composition, Language Analysis, Language Mechanism, Transformational, Oral Language, Listening, Inductive

Emphasis: Listening, Oral Language, Grammar, Formal Composition, Creative Writing, Poetry Writing, Concept Formation, Reading

Related Materials: Extensive materials were described with specificity and recommended by the producer

General Description

This series was written by Harold G. Shane and June Grant Shane et al. as a multi-graded series with student involvement as the basis. The books are color coded for easy identification for the teacher, but students would also be aware of levels. Independent tests are available but the answer keys were not available for the analysts to see. In the hardcover teacher's manuals, there are annotations on the student pages with the complete teacher's guide at the back of the book which is not very convenient.

Product Usableness

The analysts found the content to be accurate with no discrimination as to racial, religious, sex, or ethnic characteristics. Interest for target areas was rated average, while all other technical qualities were rated high, such as, care in editing, clarity of presentation, prose style, grammar, economy of language, paper quality, printing quality, binding (paperbacks are stapled), completeness of labeling, and distinguishability of parts. The analysts felt the price was average. The authors did not mention specific training, and left preparation time to the user.

Goals and Objectives
The goals are fully specified and general. Example: "Involve each child in stimulating experiences with language, that by establishing patterns of success, promote personal growth through increasing mastery of the language."

The objectives are also specified, variable (different results for different learners), and listed in each teacher's guide as well as specific objectives for each unit. Example: "To present language study lessons emphasizing concepts and skills. To present oral and written composition lessons emphasizing experiences. To present poetry lessons emphasizing pupil response to poetic language."

The goals and objectives reflect the need to acquire subject skills, verbal skills, cognitive skills and processes, affective skills and understandings, and valuing at the basic and middle levels of complexity with perceptual-motor skills at the basic level. Social skills and understandings are not a consideration. The goals and objectives concern use of the materials in an open classroom, individual prescriptive situations, in connection with readiness determinations or an eclectic situation. They reflect a discovery approach, or an experiential approach.

Scope and Sequence
The basis for the scope of the product is specified and reflects the need to acquire the same knowledge and skills at the same levels as stated in Goals and Objectives. Coverage in the product overall is broad, in depth, and flexible (students may enter at different points, master different points and leave at different levels). The overall sequence is specified but sequencing within units or sections is left to the user. It is developmental, a progression from simple to complex concepts, and is an order other than chronological. The entry point into the overall sequence is differentiated according to abilities or achievements, as is the entry points into units.

Methodology
The methodology is specified by the producer as a guide but may be changed to satisfy the user. The methodology may be labeled an inductive approach to concept development. It would be best suited for an open classroom, individual prescription, student developmental status, or the traditional classroom. Emphasis is on the same knowledge and skills at the same complexity levels as previously stated. The methodology requires active participation of the student and takes into account student differences. The time for completing the material is variable and pacing of students through the material is primarily determined by the teacher, as is the learning environment.

Evaluation
No diagnostic measures are provided, but evaluative measures are included to measure student product or behavior and/or teacher judgments. Emphasis is on verbal skills, subject skills, and cognitive skills at the basic and middle complexity levels with perceptual-motor skills at the basic level. The analysts felt the critical objectives were met throughout each book and the evaluative measures were concise, and properly paced for the content covered. There was plenty of "involvement"...orally and written.

Overall Comments
The analysts stated there was ample opportunity at each level for review with a variety of suggestions for further involvement to master and enjoy the subject area. The material relates very well to the target population if the older students have had previous training in transformational grammar. It is both flexible and structured so entire target population is supported in the tasks of mastery and enjoyment. Since pupil response to poetry and composition are not measurable, evaluation deals with language skills. There is a concentrated effort on the part of the producer to help elicit good performance in poetry and composition.

THE LAIDLAW LANGUAGE EXPERIENCES PROGRAM, by John S. Hand, et al

Laidlaw Brother, A Division of Doubleday and Company, Inc.

(continued)

It is effective in that it fits individual needs by placing them in material suited to their ability.

Both analysts rated the product 15 on a 1 (low) to 19 (high) scale.

***IT'S OK TO BE ME** — **Listener Educational Enterprises**

Adopted materials:		Publisher's Price:
Gr. 4	*IT'S OK TO BE ME -- 10-cassette album and ten 13" x 18" black and white study prints (prints and album also available separately) Complete set,	99.50
	Teachers guide	4.95
	Songbooks	3.00
	Lyric sheets	1.50
	10 study prints	10.00
	Set of 30 buttons	3.00

Copyright: 1973

Curriculum Role: Language arts, Music, Creative Art

Publisher's Grade Level: K-4

Student Audience: Not specified

Instructional Approach: Thematic, Oral Language, Listening

Emphasis: Listening, Oral Language, Concept Formation

Related Materials: None Suggested

General Description

This kit contains: a ten-cassette album, ten 13"x18" black and white photographs, a teacher's guide, lyric sheets, and a set of 30 buttons to give to the children. There is a songbook, but it was not included and could not be evaluated. The cassettes, teacher's manual, and lyric sheets are all in the album. The author designed this kit to help the individual child recognize and develop his unique personality so as to enrich his own life and the lives of those with whom he lives.

Product Usableness

Racial, sexual, and ethnic discrimination is carefully avoided. Pictures show mostly white children, with a few blacks; no Asians shown. The material is mostly accurate, but there are typographical errors on the lyric sheets, and in the Teacher's Manual on page 44.

The technical quality ranges from low to high. Low are: care in editing, interest for target population (high for kindergarten and first grade, but ineffective for others), quality of recording (tapes not clear, hard to understand, can hear breaks in recording), reproduction, and fit of parts into package (tapes are hard to take out). Average are: grammar, prose style, and paper quality. High are: clarity of presentation, economy of language, printing quality, quality of photographs, durability, design, safety and distinguishability of parts. The packaging is extremely well done, and the price is good for the medium. No specific training is needed for this product.

Goals and Objectives

The goal of It's OK to be Me is fully specified, though very general: A program to set a solid foundation in values for children, K-4.

Specific objectives are listed in the Table of Contents, pages 4-5 of the Teacher's Manual, for each unit, e.g., "It's OK to be Me" - to help the child develop an appreciation for his own unique personality and potential. "I'm Important to Me" - to help the child develop a sense of responsibility for his own health and safety. General objectives are: (1) to develop self-image, (2) to learn some of the processes of valuing, (3) to teach decision-making skills, (4) to stimulate sense of responsibility, and (5) to develop vocabulary and oral language skills through a variety of experiences in oral language. Goals and objectives emphasize skills at a middle level. A traditional classroom, using a didactic, discovery, inquiry, or experiential approach would be most successful in using this kit.

Scope and Sequence

The scope of this material can be found on pages 4-5 of the Teacher's Manual. It includes: confidence, responsibility, manners, fears, motives, actions, physical health, nutrition, etc. The scope is not stated, but is implied in the product. The basis for the scope is the acquisition of verbal and subject skills on a basic level; cognitive, social, affective, and valuing skills at a middle level. Coverage of these skills is narrow, in depth, and fixed. The material has a thematic over-all coverage. Within sections the coverage includes identified concepts. focusing on concepts, learning concepts through creative activities, and reinforcing concepts.

The sequence for the overall product, and within the sections, is specified by the developer. The sequence is based on a progression from simple to complex concepts. Entry and progression are determined by the teacher.

Methodology

The methodology is specified in It's OK to be Me, and is didactic or experiential. Skills are to be acquired at a middle level. The teacher determines the choice of activities in this multimedia program. Students must participate actively, in many different ways - oral language, writing, singing, art, plays, etc. Each lesson starts with discussion, then singing, then an activity (creative thinking, writing, art), then there is a section for reinforcement to be used at a later period.

Evaluation

No formal evaluation is provided - the teacher must evaluate by close observation of student's progress.

Overall Comments

This program has good ideas, and gives good suggestions for their development. The analysts felt strongly, however, that the songs would only appeal to kindergarteners or first graders, and that older children would find the songs very poor. They felt the need of value clarification is great, and that this program would meet that need best if a teacher either substituted the songs with contemporary music or just used the manual for ideas, and omitted the music in grades past the first.

Rated 8 and 11 on a scale of 1 (low) to 19 (high).

Adopted materials:

Publisher's Price:

Non-Graded	*AUDIO-VISUAL ENGLISH, Set I, by Dr. Patricia Heffernan-Cabrera *AUDIO-VISUAL ENGLISH, Set II, by Dr. Patricia Heffernan-Cabrera	125.00 set

Copyright: 1969

Curriculum Role: English language for speakers of other languages

Publisher's Grade Level: Not specified

Student Audience: Not specified

Instructional Approach: Oral language, listening

Emphasis: Listening, oral language, concept formation

Related Materials: May be used with the English This Way and English 900 series published by Collier-Macmillan International

General Description

This system consists of two sets, each containing ten filmstrips, accompanying records, and a teacher's manual. It is meant to teach standard vocabulary items in English to speakers of other languages. Time, food, clothing, dates, etc., are incorporated into filmstrips which not only present multi-visuals, but presents them in context.

The teacher's manual includes each filmstrip (pictures and text), as well as behavioral objectives, structures, vocabulary, pronunciation points, and guide notes.

Product Usableness

Although the analysts found the filmstrips to foster stereotyped thinking in racial, sexual and occupational characteristics, they felt the use to which this would be put would make it valuable enough to justify its use until it can be revised.

Except for labeling, the technical quality of this product is average, with the pictures, photography, recordings, etc., rated high. The labeling of the filmstrips is not clear--they should be numbered to coincide with the records.

Goals and Objectives

The goal is clearly stated: "to teach English with a standard vocabulary to speakers of other languages, using an audio-visual method."

Behavioral objectives are listed at the beginning of each lesson in the teacher's manual. (e.g. Set I, pg. 2. The student will be able to distinguish aurally between cardinal and ordinal numbers. [One of eight objectives] .)

Goals and objectives emphasize all knowledges and skills at a basic level. This system could be used in any type of classroom, using a didactic or experiential approach. If the student uses the filmstrips and records on his own this could be a programmed learning situation.

Scope and Sequence

Reflecting a need for a broad behavioral pattern, the basis for the scope is the acquisition of knowledges and skills on a basic level. The coverage is broad, the same for all students, but flexible in that the students may do the filmstrips in any order. Although the filmstrips are numbered, there does not seem to be any specific sequence for the overall product. Within the filmstrip, however, there is a progression from simple to complex concepts. Students may enter the program with any filmstrip, according to his need. This choice may be made by the teacher or the student, depending on the teaching method used.

Methodology

This program may be used with an English-as-a-second language class, in small groups, or as a programmed individualized instruction. Filmstrips and records are designed to be used together, but may be used separately - several suggestions for use are in the teacher's manual. Students work both passively and actively, at their own speed. The material may be used over and over, but there are no provisions for branching.

Evaluation

None provided.

Overall Comment

The analysts felt that this approach to learning English was appropriate and should be very effective.

Audio-Visual English was rated 12 and 14 on a scale of 1 (low) to 19 (high).

MACMILLAN ENGLISH SERIES, by Thomas Clark Pollock | Macmillan Publishing Co., Inc.

	Adopted materials:	Publisher's Price:
Multi-Graded	LANGUAGE ACTIVITIES	.99
	Teachers annotated edition of the above textbook	.99
	*Duplicating masters	5.88
	Teachers guide for K-1	not available
	LANGUAGE TEXT WORKBOOK	1.53
	Teachers annotated edition of the above worktext	1.53
	*Duplicating masters	5.88
	TEXTBOOKS 3 through 8	
	Book 3	3.36, t.e. 3.36
	Book 4	3.36, t.e. 3.36
	Book 5	3.75, t.e. 3.75
	Book 6	3.75, t.e. 3.75
Gr. 8	Book 7	4.41, t.e. 4.41
	Book 8	4.41, t.e. 4.41
	Skills Practice Book for all six textbooks	.93
	Keys to Skills Practice Book for all six textbooks	.93
	*Duplicating masters	5.88

Copyright: Last reprinting 1973

Curriculum Role: English - A Linguistic Approach - Spoken, Written, Oral Language, grades K-8

Publisher's Grade Level: K-8

Student Audience: Slow, Average, Gifted

Instructional Approach: Composition, Language Analysis, Language Mechanism, Traditional, and Oral Language

Emphasis: Grammar, Formal Composition, and Creative Writing

Related Materials: An extensive list of related materials is supplied and recommended

General Description

This English series has been adopted as multigraded (K-6), and for the eighth grade (7-8). Material graded K-2 by the publisher includes textbooks, teacher's annotated editions, duplicating masters, and teacher's guides. Material graded 3-8 includes six textbooks, Skills Practice Books for all six textbooks, Keys to Skills Practice Books for all six texts, and duplicating masters. This is meant to be a complete English program, including all phases of language arts.

Teachers annotated editions have the pupil's textbook, with the following included: aims of the chapter (goals), ways to teach, providing for individual differences, objectives, teaching suggestions, evaluation, extension and enrichment, and parallel tests to supplement those in text.

Product Usableness

The material in this series is accurate, but it makes little effort to counteract stereotyped thinking about sexual, racial, or occupational characteristics. Technical quality was rated generally average, with care in editing, clarity of presentation, grammar, printing quality and readability all rated high. The price was considered reasonable for the series. Before using the series for the first time, considerable preparation will be needed, as well as daily preparation, although the producer does not mention specific training.

Goals and Objectives

Goals for the Macmillan English Series are fully stated--to develop a child's ability to understand and use language through carefully planned and balanced linguistic experiences.

Objectives specify the type of behavior expected, conditions under which it will appear, and the level of performance expected, all selected by the producer. Objectives for each chapter are listed at the beginning of each chapter in the teacher's edition, and are very specific. They emphasize an advanced complexity level for all skills and knowledges. This series can be used in any type of classroom.

MACMILLAN ENGLISH SERIES, by Thomas Clark Pollock — Macmillan Publishing Co.

Scope and Sequence:

Scope and sequence emphasize acquisition of skills and knowledges at an advanced level. The scope can be found in the table of contents of each text. Coverage is broad, in depth, and flexible. The series is meant to be used as marked for grade level, and the developer suggests using the material in order as it develops from a progression of simple to complex concepts. The teacher will determine student placement and progression, determined by student characteristics. Both branching and recycling are encouraged in the teacher's edition.

Methodology

The analysts felt this series, though didactic in approach, could almost be used as programmed or individualized learning, with little teacher help. Standards of knowledges and skills are high. Students participate actively, with individual differences recognized and provided for, in choice of activities, pacing through the product, and time of completion.

Evaluation

Diagnostic measures to show degree of prior mastery of objectives is included, as are evaluative measures for each unit, to determine subsequent learning activities, and to determine mastery after the text is completed. These all emphasize skills and knowledges at an advanced level.

Overall Comment

The analysts found this series to be traditional in approach, and to be satisfactory for average and above average students. They felt it would be difficult for slow learners, and difficult to motivate for them.

Macmillan English Series was rated 8 and 10 on a scale of 1 (low) to 19 (high).

COMPOSING LANGUAGE series, by James D. White — Macmillan Publishing Co., Inc.

Adopted materials:		Publisher's Price:
Multi-Graded	Worktext STEPS	1.26
	Teachers book	2.61
	Worktext PATHS	1.26
	Worktext WAYS	1.26
	Teachers books for each of the above two worktexts	2.61
	Magazine CHANGES	1.62
	Magazine VIEWS	1.62
	Response Books for each of the above two magazines	.75 each
	Teachers Books for each of the above two magazines	2.82 each
	HANDBOOK 400	
	Magazine MOMENTS	1.62
	Magazine SIGHTS	1.62
	Magazine CHANNELS	1.62
	Magazine CURRENTS	1.62
	Magazine SCENES	1.62
	Magazine HAPPENINGS	1.62
	Response Books for each of the above six magazines	.75 each
	Teachers Books for each of the above six magazines	2.82 each
Gr. 8	HANDBOOK 700	
	Magazine DESIGNS	2.22
	Magazine PATTERNS	2.22
	Magazine FOCUS	2.22
	Magazine DIMENSIONS	2.22
	Response Books for each of the above four magazines	1.08 each
	Teachers Books for each of the above four magazines	2.91 each
	*Display Cards	34.50
	*Tests on spirit duplicating masters	7.80 set
	*Response book on SDM	12.50 set
	*Handbook Exercises on SDM	
	Handbook 400	8.25
	Handbook 700	11.85
	Worktext	6.45

Copyright: 1974

Curriculum Role: Language Arts

Publisher's Grade Level: 1-8

Student Audience: Slow, average, gifted

Instructional Approach: Composition, Language Analysis, Language Mechanism, Transformational, Eclectic, Oral Language, Listening

Emphasis: Listening, Oral Language, Grammar, Formal Composition, Creative Writing, Poetry Writing, Concept Formation

Related Materials: None suggested

General Description

Composing Language is a series from grades 1-8 that could be used as a system if adopted as such. It is a complete language arts program. Two units are necessary for each level. A unit consists of a Student Book, in magazine format and not consumable, a Student Response Book that is consumable, the Teacher's Book, a Series of Tests on duplicating masters, and a Handbook.

The Student Book is for oral discussion and composition, while the Student Response Book and duplicating masters take care of the grammar and written themes.

COMPOSING LANGUAGE series, by James D. White   Macmillan Publishing Co., Inc.

(continued)

The Teacher's Book is spiral bound and very complete. Each lesson has Instructional Aims, Materials Needed, Glossary, Self-editing Evaluation, Anticipated Outcomes and Lesson Development. The pages in the Teacher's Book are divided in half horizontally with the aforementioned items on the top half. The lower half of the page contains a script of what a teacher might say to direct the lesson. Suggested student responses are included in parenthesis.

The rationale, as stated by James S. Russell, et al, is that the language of a child serves not only for communication, but as a means with which he develops his intelligence and learns to organize his world.

Product Usableness
According to the analysts, the content of this series is accurate. They did note a typographical error in the book Sights on page 33.

It was felt the materials were carefully edited to avoid any form of discrimination. The technical quality was rated "high" for care in editing, clarity of presentation, prose style, grammar, economy of language, interest for target population, and photographic reproduction. The quality of the paper, photography and binding were rated "average." The analysts question of the program is justifiable in terms of price.

No specific training is required to use this program, but a week or two of preparation time would be required for implementation and a teacher would need to restudy each day to be effective.

Goals and Objectives
The major goal as stated in the Teacher's Books is to improve and expand a child's ability to use grammar and to compose.

The instructional aims of Composing Language for each lesson are specifically listed. Behavioral objectives, as such, are not stated.

The goal and instructional aims emphasize verbal knowledge, subject skills, cognitive skills and understanding at basic, middle and advanced complexity levels. At basic and middle levels of complexity, social skills and understanding, affective skills and understanding, valuing and perceptual-motor skills are emphasized.

The goal and aims concern use of materials in any situation. Because of the amount of teacher direction it would be particularly effective in a traditional classroom. Didactic, discover, inquiry and experiential approaches are reflected.

Scope and Sequence
The scope of Composing Language is specified. A Lesson Analysis is located on page x of each Teacher's Book. The content of the program spirals. Once a part of speech is introduced, it is built into subsequent lessons. Sentence-making practice is included in all lessons. The basis for the scope is the acquisition of the same knowledge and skills as mentioned under Goals and Objectives.

A separate Scope and Sequence Chart provides a view of the content and objectives of the program as well as the skills to which the student is introduced. The five strands presented are Grammar and Composition, Mechanics and Usage including parts of speech and vocabulary, Critical Skills, Appreciation, and Discovery Areas.

The sequence is specified by the authors and is fixed with the exception of certain lessons that may be left out. The sequence is developmental and progresses from simple to complex concepts.

Methodology
The methodology, as specified in the program is didactic and inquiry, and would be most useful in an open classroom, as a developmental program or in a traditional classroom. It is aimed at imparting the same knowledge and skills as referred to earlier. Active participation is required of the student with few provisions made for their individual differences. It is expected that the teacher will complete two units each year.

Evaluation

There are no diagnostic measures with this program. Criterion tests are available separately in the form of spirit duplicating masters which would provide feedback to both the teacher and student within a day. The analysts felt the evaluative measures suggested in the Teacher's books fit the kind of instruction and meet the major objectives.

Overall Comments

The analysts described this program as "tightly controlled yet beautifully arranged." The aim, as stated, is to help the student order and compose what he or she sees. In keeping with this, grammar is taught through composition. Composing Language relies heavily on teacher involvement. It was felt the magazine format would have great appeal to most students. They expressed concern over the expense should an entire district adopt it.

Composing Language was rated 12 and 15 on a scale of 1 (low) to 19 (high).

*WRITE AWAY, by J. F. Littell McDougal, Littell & Company

Adopted materials: Publisher's Price:

Gr. 7 *WRITE AWAY, by J. F. Littell 28.95

Copyright: 1973

Curriculum Role: Creative Writing

Publisher's Grade Level: 6, 7, and 8

Student Audience: Slow, average, gifted

Instructional Approach: Composition

Emphasis: Creative Writing, Poetry Writing

Related Materials: None suggested

General Description

This box contains a teacher's manual and 48 8"x10" glossy black and white photographs. On the back of each picture is a writing assignment. There is also a number on the back of each card, so that a student's writing can be easily associated with the picture. The teacher's manual has reproductions of all the pictures. The assignments given are brief, unstructured and open-ended, but with sufficient information and questions to get the student started.

The kit was designed by William Seabright, with pictures drawn from several well-known photographers.

The developers believe "each student perceives life in a variety of ways. Sensory perception varies, imagination soars or sleeps, interests change, experiences differ, emotions fluctuate, thought processes move uncertainly. Students need to find a way through these complexities."

Their purpose in developing this program was to "free students to write." They further state, "when students are free to express themselves in their own way...they can find pleasure in writing. And when writing comes easily, they become receptive to a more rigorous approach to it in high school."

Product Usableness

The analysts felt that all kinds of discrimination were carefully avoided. The technical quality was rated "high" in most areas, i.e., care in editing, clarity of presentation, interest for target population, printing quality and all attributes related to labeling. They were particularly impressed by the quality of the photography. The box for housing the pictures is of poor quality. However, the publisher is aware of this deficiency, and new packaging is available upon request at no cost. The analysts considered the kit justifiable in terms of price.

No mention is made of training or preparation time. No doubt that would depend on how the pictures were used.

Goals and Objectives

The general goal as stated in the teacher's manual is to free the student to write. The specified objectives for students are:

1) to stimulate their senses
2) to engage their imaginations
3) to speak to their interests
4) to tap their personal experiences
5) to touch their emotions
6) to challenge their thinking
7) to encourage and respect their efforts.

These goals and objectives emphasize subject skills, social skills and understanding, affective skills and understanding, and valuing at middle and advanced complexity levels.

Perceptual-motor skills are emphasized at a basic level of complexity. The goals and objectives concern use of materials in an open classroom, for individual prescription, for behavioral modification or an eclectic situation. The developers tell teachers in the manual that praise is a critical motivation.

Scope and Sequence

The scope for the kit is specified. The types of writing are spelled out in the teacher's manual. The basis of the scope is the acquisition of the same knowledges and skills at the same complexity levels as indicated in Goals and Objectives. Coverage in this product is broad and flexible. Students may start at different points or cover different pictures. No related materials are mentioned. This is intended to be supplementary to a basic program.

The sequence of presentation is left entirely to the teacher and/or student.

Methodology

Five suggestions as to how to use this kit are mentioned in the teacher's manual. Ultimately, it is up to the teacher to determine the methodology.

Evaluation

Diagnostic measures for a creative writing kit are not possible and since this is designed to free students to write, evaluation is a subjective judgment.

Overall Comment

The analysts feel the photography offers a wide variety of subject matter and style, and would be very stimulating to the target population. Encouragement, praise, and a writing atmosphere of enthusiasm and freedom are required from the teacher.

One drawback pointed out by the analysts is that the questions on the back of the photographs are not repeated in the teacher's manual.

Write Away was rated 19 by both analysts on a scale of 1 (low) to 19 (high).

LANGUAGE OF MAN McDougal, Littell & Company

Adopted materials:		Publisher's Price:
Gr. 8	LANGUAGE OF MAN, Book 1, by J. F. Littell	2.67
	Teachers manual	.96
	LANGUAGE OF MAN, Book 2, by J. F. Littell	2.67
	Teachers manual	.96

Copyright: Texts 1972 - Teacher's Manuals 1973

Curriculum Role: Language

Publisher's Grade Level: 7-8

Student Audience: Not specified

Instructional Approach: Communication

Emphasis: Concept Formation

Related Materials: None suggested

General Description

Though adopted for grade 8, Language of Man is a two-year program. It consists of two student texts and separate Teacher's Manuals. The student text, Book 1, was edited by Jay and Joseph Littell. The editor of Book 2 was Joseph Littell. The program was developed out of the editors concern that students should explore with thoroughness the critical role of mass media.

The student texts are paperback and have a wide variety of photographs and illustrations. The Teacher's Manuals, also paperback, are essential to the program. They contain background information for each page and suggestions for directing the lesson and follow-up or related activities.

Product Usableness

The content was considered accurate by the analysts. Because the content is mainly thematic, they felt discrimination of any kind was not a consideration. High ratings for the technical qualities of care in editing, clarity of presentation, prose style, grammar, economy of language, interest for target population, and paper, printing and photography quality were given. There was a question regarding the quality of the binding. All aspects of labeling were rated "average." It was felt the price was justifiable.

No mention was given of specific training but the analysts felt a teacher would need to spend more than half an hour preparing for each lesson.

Goals and Objectives

The goal of the program, as specified in the Teacher's Manual, is "To develop the basic language skills--reading, writing, speaking, listening, vocabulary development, and critical thinking."

The objectives are implied in the Introduction to each Teacher's Manual. The analysts felt the most critical objective is to provide the student with experiences and materials through which he can learn to critically analyze and handle contemporary forms of communication.

The program emphasizes verbal knowledge and subject skills at a middle level of complexity. At the basic level are social skills and understanding, affective skills and understanding, and valuing. Cognitive skills are at an advanced complexity level. The goals and objectives concern use of materials in a traditional classroom and reflect didactic and experiential approaches to teaching.

Scope and Sequence

The scope of this program is specified and concerns acquisition of the same knowledges and skills as mentioned in Goals and Objectives. Book 1 concerns itself with Names in Our Language, Role-Playing and Pantomining, Stretching Your Imagination and Coping with Television. The scope of Book 2 is Perception--The Senses at Work, Gaining Sensitivity to Words, Understanding the Ads and the Commercials, and The Story of Language. These are broad topics that are covered in considerable detail. Each student is presented with the same material. Supplementary sources are mentioned in the plans of some lessons.

Sequencing of the program is determined by the numbering of the books. Within units the sequence is specified in that each unit utilizes and applies the concepts dealt with in previous units. The entry point, therefore, is the same for all students, as is progression through the program.

Methodology
The methodology is specified in the lesson plan for each chapter. Small group discussions are suggested. The suggested methodology would be useful in either an open or traditional classroom. It is aimed at imparting the same knowledge and skills referred to earlier. Active participation is required of the students and it would be up to the teacher to make any provisions for individual differences. The time for completing the material is implied in the numbering of the books. Pacing of the students is primarily the responsibility of the teacher.

Evaluation
No diagnostic or evaluative measures are supplied with these books.

Overall Comments
The analysts expressed concern over the lack of discussion of evaluative procedures. Whereas they agreed that formal evaluation would be out of place, they felt suggestions such as contracts or culminating projects should have been included in the Teacher's Manual. The only reference made by the author was his personal opinion that writing journals is a good idea.

It was felt these texts would be most effective with students who already possess basic language skills, or in a class on mass communication.

Both analysts felt the format of the books was highly motivational and the skills developed critically important. The program relies to a great extent on the Teacher's Manual, and the teacher should be aware that there are far fewer activities provided for in Book 2, which is also more teacher-directed.

The Language of Man was rated 12 and 13 by the analysts on a scale of 1 (low) to 19 (high).

AMERICAN LANGUAGE TODAY, by Cornelia M. Nachbar, et al McGraw-Hill, Webster Division

Adopted materials:		Publisher's Price:
Multi-Graded	SECRET HAND	1.47, t.e. 2.10
	TIGER TREE	2.67, t.e. 4.26
	EMERALD SNOWFLAKE	3.54, t.e. 4.26
	ORANGE RAIN	3.63, t.e. 4.35
	PURPLE SAND	3.63, t.e. 4.44
	FLYING FREE	3.75, t.e. 4.56

Copyright: 1974

Curriculum Role: Language Arts

Publisher's Grade Level: 1-6

Student Audience: Not Specified

Instructional Approach: Composition, Language Analysis, Language Mechanism Eclectic, Thematic, Oral Language, Listening

Emphasis: Listening, Oral Language, Grammar, Formal Composition, Creative Writing, Concept Formation

Related Materials: Extensive related materials are suggested

General Description

American Language Today is a series of six texts with a teacher's edition for each. Student's books have a hardbound cover; teacher's are softbound with spiral backs.

The rationale for writing this series is: (1) Children's ability to read and write depends upon their ability to use spoken language. (2) The heart of a language arts program should be literature. (3) One writes for social purposes and for personal purposes. (4) Children need help in dealing with sensory bombardments by mass media.

Product Usableness

The analysts found American Language Today to be accurate, to be fair to all groups (race, sex, religion, ethnic, etc.) and to carefully avoid any stereotyping. (People of all races are shown in illustrations.) They found the clarity of presentation, economy of language, and the binding all to be poor (both student's and teacher's editions are verbose and use specialized language not used elsewhere, the spiral bound teacher's editions are hard to stack on shelfs, and student's books have widely spaced stitching), the grammar, interest for students, and quality of printing was found to be good, and other technical qualities average. No specific teacher training is suggested.

Goals and Objectives

General goals are fully specified: "To help children improve their skills in listening, oral language, understanding literature, visual literacy, creative dramatics, written composition, and creative and critical thinking."

Objectives are fully specified and are variable, with different results for different learners. They are listed in the Teacher's Editions for all but the first book on pages T24-T31. The critical objectives are: (1) Oral language experiences (discussion, voice control, usage, fluency, and narrative skill) are systematically encouraged. (2) Responding to both literal and connotative meanings of poems and stories as well as responding to stylistic elements. (3) To teach visual literacy skills--the ability to interpret various actions, symbols, pictures and other objects that send messages. (4) In writing to teach clarity and completeness (for recording); coherence (for recording and responding) and expressiveness and persuasiveness. (5) To teach critical thinking: to classify, to order, to compare and contrast, to define, to recognize the role of language in reasoning, to differentiate between fact and opinion.

Verbal, subject, cognitive, and affective skills are emphasized at a middle level, and perceptual-motor skills at a basic level. This series could be used in open, individualized, or traditional classroom, using a discovery or experiential approach.

(continued)

Scope and Sequence
The basis for the scope is the acquisition of skills (verbal, subject, cognitive, effective, and perceptual-motor) at a middle level. It reflects a need for broad behavioral pattern and current societal interests. The scope is broad, in depth, and flexible.

The sequence is developmental, based on a progression from simple to complex concepts, and organized around eight linguistic concepts. Entry into the units, and progression through them, is variable, and up to the teacher.

Methodology
The methodology is specified in the teacher's manual, suggesting a didactic, discovery, or experiential approach, in any type of classroom. Aimed at imparting perceptual-motor skills at a basic level, and other skills at a middle level, the methodology is limited to one media under the state adoption. The following are also available, however, from the producer: Webster masters, Skills Evaluation Checklist, and tape cassettes. (See General Description)

Evaluation
Diagnostic measures are supplied with the series and also available separately. Evaluative measures are included for the units of instruction. They emphasize valuing and perceptual-motor skills at a basic level, and verbal, subject, and cognitive skills at a middle level.

Overall Comments
The analysts felt the objectives for this series somewhat ambitious, and that the organization around a linguistic approach scattered the presentation of skills throughout the book. For a literature-based series, the poetry was found to be especially weak--all based on one author, and the literature used as samples was limited in scope and depth. They also felt the vocabulary was too difficult, and the specialized vocabulary a hindrance as it would mean more teacher preparation time.

American Language Today was rated 9 on a scale of 1 (low) to 19 (high).

Available, but not adopted are:
1. Sixty "Webstermasters"--duplicating master sheets for enrichment and reinforcement of the skills and concepts taught in the text.
2. "Skills Evaluation Checklist" available in packages of thirty--a skills development record for each child.
3. Tape cassettes--readings from the text and carefully selected additional readings, listening games, usage games, and story starters.

AMERICAN ENGLISH TODAY, by Hans P. Guth & Edgar H. Schuster McGraw-Hill, Webster Division

Adopted materials:

		Publisher Price:
Gr. 8	EXPLORING ENGLISH	4.50
	Today, a text-workbook	2.58
	Teachers edition of text-workbook	3.30
	OUR COMMON LANGUAGE	4.50
	Today, a text-workbook	2.58
	Teachers edition of text-workbook	3.30

Not adopted:

Teacher Edition for above texts	4,41 each
Inservice guide	3,30

Copyright: 1974

Curriculum Role: Language Arts

Publisher's Grade Level: 7, 8

Student Audience: Not Specified

Instructional Approach: Traditional with some transformational terms

Emphasis: Total language, excepting listening and poetry writing

Related Materials: Teacher's editions of texts/In-service guide not adopted

General Description

American English Today consists of two textbooks, Exploring English and Our Common English, plus two text-workbooks, titled Today, A and B. The teacher's editions for the text-workbooks were included, but the teacher's editions for the texts were not adopted by the state. The state adopted the materials for grade 8.

The text-workbooks are consumable. The teacher's editions are exactly like the student books, with answers supplied. The text books are hardbound.

Both texts are organized alike. Chapter 1 deals with words, Chapter 2 with sentences, Chapter 3 with composition, Chapter 4 with oral language, Chapter 5 with usage and Chapter 6 with mechanics.

Product Usableness

The content is generally accurate. The books reflect no obvious stereotyping for racial, ethnic, occupational or sectional groups nor for sexual roles. The technical quality was rated average or high overall. The analysts rated printing quality low because they felt the print was too small. Photography was rated high. The analysts judged a teacher would need a week or two of preparation before using the product, with a program review at intervals of less than thirty days.

Goals and Objectives

The general goal as stated in the Preface to the student texts is to provide a modern program in language and composition, based on a synthesis of the best in current teaching and research.

The Preface delineates five major objectives for the texts: (1) to provide a rich choice of activities and resources in five central areas: word study, sentence building, written expression, oral language, and standard English; (2) to stress the power of words, the range and variety of American English, the rewards of self-expression and effective two-way communication; (3) to lead the student to explore the relation between print and other media, between words and other kinds of language (image, gesture, sound); (4) to have the student discover written and oral expression as a means of recording his own observations, formulating his own ideas, developing his own creative potential; (5) to treat English as a living thing, observed all around us in our everyday world, and serving every kind of human purpose.

AMERICAN ENGLISH TODAY, by Hans P. Guth and Edgar H. Schuster — McGraw-Hill, Webster Division

(continued)

These goals and objectives emphasize an advanced complexity of skills and knowledge. They reflect several approaches to learning: didactic, discovery, inquiry, and experiential.

Scope and Sequence

The basis of the scope is to acquire verbal, subject, cognitive, and affective skills at advanced levels. The broad coverage is treated in depth. Correlative materials are suggested in the teacher's manual which was not available for analysis.

Sequencing for both the coverage overall and individual components is specified by the developer except for composition activities. Spiraling from simple to complex concepts, the series is developmental in nature. The overall plan leads from word resources through sentence building to effective usage. Composition activities may be used separately or concurrently with other sections. Progression is the same for all students and depends upon the interrelationships within a subject and frameworks of key concepts.

Methodology

It is difficult to assess the methodology because the teacher's manuals were not available. The analysts felt that the methodology would mirror the goals and objectives by using an eclectic approach containing elements of didacticism, discovery, inquiry, and experiential activities. Instructional management would be useful in either open or traditional classrooms.

Being a major curriculum resource, the product is designed to encompass a school year although the teacher may enrich or shorten lessons.

Evaluation

All diagnostic tools are left up to the teacher. Evaluative measures are oral or written and depend upon teacher judgment of student's behavior, discussion, or written product. Evaluative measures rely on review activities occurring throughout the book and on the text-workbooks, Today.

Overall Comments

The analysts felt the scope of the program was adequate for the attainment of the objectives of American English Today, but that the evaluative measures were too simple. In their opinion the series has a high interest value for the target population because it is relevant to their interests and abilities. Presentation of grammar is satisfactory and many examples are given. As a whole, the producers limited themselves to only the most important and vital terms in the study of grammar. They use good examples of compositions, student rather than adult written. The analysts point out a few poor models such as illegible handwriting in the note-taking section.

American English Today was rated 10 on a scale of 1 (low) to 19 (high).

*LANGUAGE ARTS SKILLCENTER, learning unit, by Paideia, Inc. Random House, Inc.

Adopted materials:		Publisher's Price:
Non-Graded	*LANGUAGE ARTS SKILLCENTER, learning unit, by Paideia, Inc.	88.98
	Student Booklets-32/unit	3.21
	Content Cards & Folders	47.10
	Answer Cards	21.00
	Diagnostic Pad A	1.05
	Diagnostic Pad B	1.05
	Teachers Guide	2.79
	Box	21.00

Copyright Date: 1973

Curriculum Role: Language Arts - punctuation, spelling, usage, vocabulary

Publisher's Grade Level: Not specified

Student Audience: Not specified

Instructional Approach: Language Analysis, Language Mechanism, Traditional, Programmed

Emphasis: Grammar, spelling, vocabulary, punctuation

Related Materials: None suggested

General Description

Carl Barth, Project Editor of Language Arts Skillcenter states: "Two assumptions can safely be made about virtually any English class; first, that every student needs some work in the basic skills of English; and second, that no two students need the same amount of work in all of the specific skills." The solution he offers is this learning unit where the student is tracked through the four divisions according to his performance. Each division is divided into five units, each of which treats two specific skills. The program deals with the forty skills Barth believes need the most reinforcement and remediation.

The learning unit contains diagnostic and instructional materials. The instructional materials are self-instructional and consist of the Entry, Focus, Remedy and Conference cards. Each of these cards provides increasingly simplified explanations of skill rules and principles. There is also an Exit card to test final mastery. All exercises and tests (except the general diagnostic test) are self-scoring.

All of these materials are contained in a square box, and with each major division facing a different direction.

The teacher's manual describes the components of the program and tells the teacher how to use it. Also included are answers to the diagnostic tests and instructions for conducting student conferences.

Product Usableness

The analysts found the content of the program accurate. No forms of discrimination were apparent. In fact, according to the analysts, discrimination is not a consideration when determining fairness. There is considerable variation among the attributes of technical quality. "High" ratings were given to care in editing, clarity of presentation, grammar, economy of language, printing quality, design and manageability of package, and the various aspects of labeling. A rating of "average" was given to prose style and interest for students. Paper quality, durability of box, and fit of parts into the box were given "poor" ratings. The analysts stated that the content cards and folders and the answer cards, though on heavy duty paper, had no protective covering and would become frayed in a short period of time. The box is light weight cardboard and was peeling and fraying upon arrival. All of the cards fit too tightly, which would only accelerate fraying. Because of the poor quality, the analysts felt the unit was over-priced.

No specific training is required to use this program.

*LANGUAGE ARTS SKILLCENTER, learning unit, by Paidia, Inc. Random House, Inc.

Goals and Objectives

The major goal, as specified in the Student Record Book, is to provide a program so that the student may go through it at his own rate, concentrating on the things about English that give him the greatest difficulty.

Specific objectives are found on the entry cards of the four skills areas.

The goals and objectives emphasize verbal knowledge, subject skills, cognitive skills and processes at basic and middle complexity levels, and motor-perceptual skills at only the basic level of complexity. They concern use of materials in an open classroom, for individual prescription, and/or in connection with readiness. Programmed instruction and an experiential approach to learning are reflected.

Scope and Sequence

The scope of the program is specified in the teacher's manual. Division one is punctuation and concerns use of commas, end marks, semicolons, fragments, run-on sentences, quotation marks, and punctuating quotations. Division two, spelling, deals with ie/ei, the apostrophe, prefixes and suffixes, noun plurals, homophones, confusing spelling and capitalizing. The vocabulary treated in Division three includes using the dictionary, context clues, prefixes, suffixes, and synonyms. Finally, Division four on usage, is concerned with verb agreement, pronoun forms, agreement of pronouns, verb forms, and comparing and using adjectives and adverbs.

Related materials are unmentioned.

The sequence of presentation is specified in the teacher's manual. Entry into each of the divisions varies and depends on the results of the diagnostic tests. Recycling is provided for. If a student goes through all steps before getting to a conference card without mastering the skill, the conference card directs him to meet with the teacher.

Methodology

This kit contains programmed materials, and the method for using it is specified in the teacher's manual. It is aimed at imparting basic verbal knowledge, subject skills, cognitive skills and processes and perceptual-motor skills. The methodology requires active participation of the students and takes their individual differences into account. The learning environment is left to the teacher.

Evaluation

Diagnostic and evaluative measures are supplied with the kit. The diagnostic tests must be corrected by the teacher, who then places the student appropriately into one of the four divisions. The student checks his or her own exit tests to determine mastery of each skill.

Overall Comment

Although there is no designated population, the material seems to be designed for the junior high class.

The analysts feel the kit is excellent for teaching vocabulary, spelling, usage and punctuation, particularly in an individualized classroom. They feel the program is well conceived and well designed. They point out, however, that the poor quality of the paper and box would prohibit them from considering purchasing it.

Language Arts Skillcenter was rated 14 by both analysts on a scale of 1 (low) to 19 (high).

ENJOYING ENGLISH, Linguistics Edition Series, by Don M. Wolfe, et al   Random House, Inc.

Adopted materials:		Publisher's Price:
Multi-Graded	TEXTBOOKS 2-6	
	Textbook 2	2.43, t.e. 3.51
	Textbook 3	3.12, t.e. 4.29
	Textbook 4	3.33, t.e. 4.53
	Textbook 5	3.48, t.e. 4.65
	Textbook 6	3.57, t.e. 4.77
Gr. 8	TEXTBOOKS 7-8	
	Textbook 7	3.75, t.e. 4.90
	Textbook 8	3.81, t.e. 4.98

Not adopted:

ENJOYING ENGLISH	
Level 7-8 Practice Workbooks	1.47 each
Teacher edition and key of practices	2.28 each

Copyright: 1970

Curriculum Role: Total Language Program

Publisher's Grade Level: 2-8

Student Audience: Slow, average, gifted

Instructional Approach: Composition, Language Analysis, Language Mechanism, Traditional, Oral Language, Listening

Emphasis: Listening, Oral Language, Grammar, Formal Composition, Poetry Writing, Concept Formation

Related Materials: Limited number are suggested and described, but not with specificity

General Description

This hardbound series of texts was written by Don M. Wolfe, et al. The rationale is specified as a program that draws on the richness of childhood experiences to communicate more effectively and help children understand and appreciate the instrument of communication--their language. Each level of the series has an accompanying teacher's manual which contains a "how to" section and annotations on the reproduced pages taken from the student text, including extension activities, checkups, summary and evaluation techniques. The books seek to involve students in the communication skills of reading, speaking, listening, and writing in each chapter.

Product Usableness

The analysts found the content to be accurate throughout. Characteristics such as religious or ethnic discrimination were not a consideration. However, stereotyping of women in usual roles as nurses or teachers was evident. There were no male teachers and blacks were merely shown as white faces painted black. Mexicans and Orientals are not pictured.

The overall technical qualities were average. This includes editing, clarity of presentation, paper, printing and illustration reproduction. Price of the texts was judged average. The analysts felt, however, that the interest level for grades 2-6 was low and the illustrations weak.

The author does not specify training or preparation time, but analyst felt it would take a week or two to prepare for use of Enjoying English.

Goals and Objectives

The main specified goal as stated by the author is: "Drawing out of the child's experiences, widening his horizon, increasing his vocabulary, and encouraging freshness of expression."

ENJOYING ENGLISH, Linguistics Edition Series, by Don M. Wolfe, et al Random House, Inc.

(continued)

Objectives are integrated in the four major phases of language activity--reading, speaking, listening and writing and appear in sequence in each chapter. Examples: Book 2, T9 "Understand use of capitals for first word and all important words in titles of books and stories." Book 5, T26 "To dramatize the importance of verbs in a sentence, this chapter opens by using nonsense verbs in typical verb positions."

The goals and objectives of this series emphasize the need to acquire verbal skills, subject skills, and cognitive skills and processes at the basic and middle levels of complexity with social skills at the basic complexity level. The goals and objectives concern use of the materials in the traditional classroom with a didactic or experiential approach.

Scope and Sequence

The scope of the program is specified with emphasis on reading, speaking, listening, and writing. The basis for the scope reflects the need to acquire the same knowledge and skills at the precise levels of complexity as mentioned in Goals and Objectives. The overall coverage is broad, in depth, and fixed (the same for all students). A limited number of supplemental materials are mentioned in the form of a list of books.

The overall sequence is specified as is the sequencing within units or sections. It is developmental and progresses from simple to complex concepts. Entry into the overall sequence is differentiated according to student differences, whereas entry points into units is the same for all students.

Methodology

The methodology is specified in each teacher's manual and in "Additional Notes" sections. It can be labeled didactic and experiential with emphasis on the same knowledge and skills as previously stated in Goals and Objectives. The methodology requires active participation by the student and allows for individual differences as stated by the author. The analysts do not feel the methodology allows for individual differences. The teacher's manual includes a step-by-step procedure for presenting and expanding the material. The student's book is explicit in each unit of content as to procedures.

Evaluation

No diagnostic measurements are provided, but evaluative measures to test learning within units of the lessons and to determine subsequent learning activities are provided. The producer also asks the students to evaluate each other's work. Evaluation procedures emphasize the same knowledge and skills at the same complexity levels as previously mentioned. The chapter tests measure skill development only. Children evaluating each other's work does not constitute social development measures.

Overall Comments

The analysts felt the books for grades 2-6 were written at a very low level, the pictures look "babyish" and the approach is dull. The poetry selections are uninteresting and "singsong." Grades 7-8 material was slightly more mature. A positive comment was that there are a variety of activities that a teacher could utilize to develop certain language skills or to use if she wanted to start an individualized program.

Enjoying English was rated 5 and 6 on a 1 (low) to 19 (high) scale.

THE RANDOM HOUSE ENGLISH SERIES Random House, Inc.

Adopted materials:		Publisher's Price:
Gr. 8	THE CREATIVE WORD 1, by Geoffrey Summerfield	3.24, t.m. 1.41
	WORDS AND SENTENCES, by Mark Lester	1.68, t.m. 1.41
	THE CREATIVE WORD 2, by Richard Peck	3.24, t.m. 1.41
	CONSTRUCTING AN ENGLISH GRAMMAR, by Mark Lester, et al	1.80, t.m. 1.41
	THE NATURE OF LANGUAGE, by William Reynolds	1.38, t.m. 1.17
	DIALECTS IN AMERICA, by William Reynolds	1.38, t.m. 1.17
	NONVERBAL COMMUNICATION, by William Reynolds	1.38, t.m. 1.17
	PRACTICAL SEMANTICS, by William Reynolds	1.38, t.m. 1.17
	AFFECTIVE DICTION, by William Reynolds	1.38, t.m. 1.17
	The Random House English Handbook-school edition, by Virginia McDavid	1.68

Copyright: 1973

Curriculum Role: Oral and written language - with emphasis on creativity

Publisher's Grade Level: Eight

Student Audience: Average, gifted

Instructional Approach: Composition, Language Analysis, Language Mechanisms, Oral Language, and Listening

Emphasis: Listening, Oral Language, Formal Composition, Creative Writing, Poetry Writing, and Concept Formation

Related Materials: Unmentioned

General Description

This series of 9 paperback textbooks, (each with an accompanying teacher's manual), and 1 English Handbook, was written by William Reynolds, et al, to provide a creative approach to contemporary use of the English Language while stressing composition. The rationale as stated by the authors is: "This series is chiefly concerned with the PROCESS of composing as it relates to the lives of young people. It is our assumption that oral and written composition begins INSIDE a person, with his own experiences, perceptions, ideas and feelings. It only moves OUTSIDE as language is created to share and communicate these thoughts."

Product Usableness

The analysts felt the content was accurate. Characteristics such as race, religion, sex and ethnic background were carefully incorporated into the texts with real learning situations, stressing similarities rather than differences, and approaching the characteristics from a positive learning situation. The series is very contemporary and aware of present day mores, problems and trends. The books are of high quality in regards to printing, photographs, illustrations, and format. Some of the labeling on the covers is difficult to read. The analysts felt it would take at least a week or two of preparation time by the teacher before using the series, and at least a half hour preparation before each class session.

Goals and Objectives

The general goal as stated by the authors is "The process of composing as it relates to the lives of young people through their own experiences."

The objectives are specified in the product, and are listed in the teacher's manuals for each book. Examples: "To inform the students about the nature of language. To supply the student with information about his own language. To encourage the student to have a wholesome respect for his language. To help the student understand and accept the fact that he has something to contribute." The goals and objectives emphasize verbal skills, subject skills, cognitive skills and processes, social skills and understandings, affective skills and understandings, and valuing at the advanced levels, while, as determined by the analysts, emphasis for perceptual-motor skills, was basic.

The series could be used in an open classroom in an individual prescriptive situation, or as behavior modification. The goals and objectives reflect a discovery approach, an inquiry approach or an experiential approach to learning.

Scope and Sequence

The basis for the scope of the product is specified and reflects the need to acquire the same knowledge and skills at the precise levels as stated in the goals and objectives. The Creative Word I, and the Creative Word II, have the same basic coverage. The other units vary and contain different aspects of language development.

The overall sequence is left entirely to the user, but sequencing within particular units is recommended by the developer. Progression through the product is determined by student ability, achievement and/or interests.

Methodology

The methodology is specified in the product with emphasis on the same knowledge and skills as stated in the goals and objectives. Although the product is limited to one medium (print), it allows for individual differences and abilities in responses to the product. The classroom organization is left entirely to the user.

Evaluation

There are no evaluative or diagnostic measures included in the product, because of its open-ended structure.

Overall Comment

The analysts felt the product was very well suited for the target population, and should be highly effective because it is appropriate for many grade levels from fifth to adult levels. It is contemporary, experience oriented, covers many populations, and encourages students to talk and write about their feelings. This program would do much to eliminate judgements about others and yourself due to misunderstandings.

Both analysts rated the series 18 on a 1(low) to 19(high) scale.

PRIDE IN LANGUAGE SERIES, by William Rosch, et al   Random House, Inc.

Adopted materials:		Publisher's Price:
Gr. 7	BOOK ONE (paperbound and clothbound)	2.97, 3.96
	BOOK TWO (paperbound and clothbound)	2.97, 3.96
	Teachers guides for each above textbook	5.97
	Workbooks One and Two Not Adopted	

Copyright: 1974

Curriculum Role: English Language skills for the underachiever

Publisher's Grade Level: 7-8

Student Audience: Slow

Instructional Approach: Composition, Language Analysis, Language Mechanism, Traditional, Transformational, Oral Language, Listening

Emphasis: Listening, Oral Language, Grammar, Formal Composition, Creative Writing, Concept Formation

Related Materials: None specified

General Description

This is the first publication of the series designed as a remedial program in language arts for students of the junior high level to bring order in their lives as well as in scholastic achievement areas. Accompanying workbooks were not adopted by the state. Pride in Language was written by William Rosch, Gene Orland, Deborah K. Olsen, et al.

Product Usableness

The analysts found the content to be accurate. The authors state in the cover page that all cultures, ethnic groups and both sexes were positively portrayed to eliminate any discrimination characteristics and examination of the materials tends to verify this. The analysts rated prose style, grammar, economy of language, printing quality and binding as average, while they rated care in editing, clarity of presentation, interest for target area, paper quality and quality of photographs as high. They felt the price of the teacher's manual was high for what it provided. Student books were average in price.

Goals and Objectives

The goals of the product are specified as follows: 1)"To provide the student with methods of communication." 2)"To provide a full year course of study in the language arts for the student who is weak in the skills of thinking, speaking, listening, writing and constructive manipulation of the English language."

The objectives also are fully specified and clearly stated as such. 1)"Students will identify (by naming) various objects they see, sounds they hear, and the feel of objects they touch in the classroom; if feasible, they will identify tastes and smells."

The goals and objectives emphasize the need to acquire verbal skills, subject skills, and cognitive skills at the basic level of complexity, with social skills and understandings, affective skills and understanding, and valuing at the basic and middle complexity levels.

The goals and objectives respond to the need for broad behavioral patterns. Materials reflect use in an open classroom and individual prescriptive situations using a didactic approach or experiential approach.

Scope and Sequence

The scope is specified and reflects the need for the same knowledges and skills at the precise complexity levels mentioned above. Coverage of the product is broad, in depth and fixed (each student is presented with the same material regardless of abilities or preferences). There are no supplemental materials supplied by the producer, but a limited number are mentioned as possible ways to involve the students in outside activities.

The overall sequence is specified as is the sequence within units or sections. The entry point in the overall sequence and within units is the same for all students. The progression through the sequence depends on interrelationships in a subject.

Methodology

The producer recommends a didactic approach in the traditional classroom, with emphasis on the same knowledge and skills at the same complexity levels as previously stated in Goals and Objectives. The time for completing the materials is fixed with pacing determined by the teacher and materials.

Evaluation

The program is designed to eliminate failure, therefore, diagnostic or evaluative measures are not used. Teacher judgement is all that is recommended.

Overall Comments

The analysts felt a comment by the author was important. "Pre-testing demands failure at some point and therefore should be avoided with students who are prone to failure."

This program can help students develop a responsible attitude toward life as well as achievement areas in the language arts curriculum. The lessons are at a high interest level with the vocabulary at the 3.8-4.0 level. A student with a very active mind who is an unachiever could become very bored with this material. The program is designed for slow learners with limited ability. The teacher's manual is a bit wordy but very specific with the lessons. The workbooks were not adopted and were not available to the analysts, but they felt they would be very helpful with the program.

The analysts rated Pride in Language 12 and 13 on a 1 (low) to 19 (high) scale.

LANGUAGE AND HOW TO USE IT, Andrew Schiller, et al Scott, Foresman & Company

Adopted materials:		Publisher's Price:
Multi-Graded	BOOK 1 (cloth and paperbound)	2.07, 1.05, t.e. 2.07
	BOOK 2 (cloth and paperbound)	2.22, 1.35, t.e. 2.22
	Record levels 1-2	2.85
	BOOK 3	3.15, t.e. 3.15
	BOOK 4	3.15, t.e. 3.15
	BOOK 5	3.15, t.e. 3.15
	BOOK 6	3.15, t.e. 3.15
	Activity book + t.e.	1.11 ea.
	*Duplicating masters for grades 3-6	12.00
	*Record album for levels 3-6	9.30
	Records not made available for evaluation	
Not adopted:		
	Overhead visuals for grammar review	18.00
	Excercise booklets for overheads	.54

Copyright Date: 1970, 1973

Curriculum Role: Language Arts

Publisher's Grade Level: 1-6

Student Audience: Not specified

Instructional Approach: Eclectic

Emphasis: Listening, Grammar, Creative Writing

Related Materials: None Suggested

General Description

Language and How to Use It is a series for grades 1-6. It includes hardbound or paperbound student texts for grades 1 and 2. Hardbound Student texts, Activity Books, spirit duplicating masters, and records are available for grades 3-6. There is a paperbound teacher's edition for each level.

These books are part of a coordinated language arts program. They are concerned with language itself and with developing appreciation of the effective use of language and the ability to use it in listening, speaking and creative writing.

The authors indicate that their spelling and writing texts should also be used in order to teach the entire communications program.

Grammar instruction should be presented in a particular manner, according to Andrew Schiller, et al, authors of the program. That, then, is the rationale for developing the series.

The teacher's editions give specific suggestions for introducing the program to the class. They have reduced student pages with teacher information in the margins. Each lesson is organized in the same manner. The *Emphasis* states the focus of the lesson and occasionally gives background information. *Explanation*, the middle section, suggests ways to guide learning and *Extension*, the final section, suggests exercises and activities to reinforce or enrich the concepts developed. Any supplementary materials needed or recommended for the lesson are listed in a box on the page.

Product Usableness

The analysts found the content of *Language and How to Use It* accurate. All forms of discrimination, racial, religious, sex, ethnic, sectional and occupational, were carefully avoided. Pictures depicting various groups were evident and dialects were discussed. Technical quality was generally high, including care in editing, clarity of presentation, prose style, grammar, economy of language, binding and all aspects of labeling. Printing quality in the student texts was considered excellent. In the teacher's editions the print was light and frequently blurry. Average ratings were given to the quality of photography, photographic reproduction, and interest to the target population. The analysts could not agree on the justifiability of price. One felt the price is excellent and the other only fair.

No specific training would be required to implement the program.

Goals and Objectives

Five goals are specified in the program: 1) learning what language communication is, 2) developing awareness that language has a history, 3) developing concepts of English grammar and how to use it, 4) using literature as a model for creative writing, and 5) developing skills in listening and speaking.

Several objectives for this program are specified at each grade level. For instance, in the first grade, children learn to recognize the sentence as a unit of language; second grade children learn to produce sentences, recognizing how parts of a sentence work together in conveying thought. In the fourth grade, children learn about verbs and verb markers and in the sixth grade, children write paragraphs, stories and complete open-end stories.

The goals and objectives emphasize verbal knowledge, cognitive skills and social skills at basic and middle levels of complexity. At those levels as well as an advanced level are subject skills. They concern use of materials in an eclectic situation. This study of grammar combines elements from many schools of linguistic thought.

Scope and Sequence

The scope of this program is specified and is the basis for the acquisition of the same knowledge and skills as mentioned in the section on goals and objectives. The scope is narrow because these texts are only part of a total program. The developer expects the teacher to use the spelling and writing texts that are coordinated. The main topics covered in these texts are the development of the English language and the study of grammar. These are covered in depth.

The sequence of presentation is specified and is based on presentation of the development of English language. Items of technical nature progress from simple to complex. All students enter the program at the same point and proceed through the sequence together.

Methodology

The methodology, as specified, is didactic, discovery, inquiry and/or any combination of these. It would be most useful in a developmental program in an open or traditional classroom. The methodology is aimed at imparting the same knowledge and skills as referred to earlier. It requires the active participation of the students, but makes no provisions for individual differences. It is expected the students will complete one level per year.

Evaluation

No diagnostic materials are available for use with this program, and the only form of evaluation are unit tests which are available on spirit duplicating masters.

Overall Comment

The analysts felt the scope of the program is congruent with the objectives. The goals and objectives, scope, sequencing and methodology are adequate. They did feel there should be more extensive evaluation procedures. The Activities Books and duplicating masters appear so similar it would seem only one would be necessary.

The Teacher's Edition of books 1-3 have many more teaching suggestions than the rest and books 5 and 6 are particularly lacking in additional resources.

These books are large print and are small enough in size to make them easy for a child to manage. The analysts felt the program is adequate for teaching grammar skills.

Language and How to Use It was rated 8 and 10 on a scale of 1 (low) to 19 (high).

USAGE FILE OF AMERICAN ENGLISH, by editorial staff — Scott, Foresman & Company

Adopted materials:		Publisher's Price:
Gr. 7	USAGE FILE OF AMERICAN ENGLISH	1.68

Copyright: 1972

Curriculum Role: American Standard Language Usage

Publisher's Grade Level: 7-8

Student Audience: Students with non-standard dialects

Instructional Approach: Composition, Language Analysis, Language Mechanism, Traditional, Oral Language

Emphasis: Oral Language, Grammar, Linguistic

Related Materials: None suggested

General Description

Usage File of American English is a paperback book which deals with the most common differences between standard and non-standard dialects. The book consists of six sections referred to as "file drawers." In the first four are explanations of differences in standard and non-standard use of verbs, subjects and verbs, pronouns, and modifiers. The fifth section contains discussions on the use and misuse of certain words and expressions that often trip people up. The final section has to do with the mechanics of speaking and writing--capitalization, pronunciation, punctuation, spelling, etc. In each section, the items are arranged in alphabetical order for easy reference. A generous supply of drills appears at the end of each section to give the student a start in acquiring the standard dialect.

This book was written by the Editorial Staff of Scott, Foresman and Company. It is written for the student and is meant to be self teaching. There is no teacher's guide. Their rationale is that users of non-standard English need standard English for occupations and in order to be better understood by more people.

Product Usableness

The analyst found the content of this book accurate. They felt that all forms of discrimination were carefully avoided.

Most areas of technical quality were given high ratings: care in editing, clarity of presentation, prose style, grammar, economy of language, interest for target population, printing quality, and all aspects of labeling. Paper quality and binding were considered average. Both analysts felt the price was a real bargain!

No specific training is mentioned, and very little teacher preparation would be required to use this book.

Goals and Objectives

The general goal, as specified on page 16, is "to teach the most common differences between standard and non-standard dialects."

General objectives, listed on page 17 of the text are: 1) To explain differences in standard and non-standard use of verbs, pronouns and modifiers, 2) to discuss use and misuse of words and expressions, and 3) to explain the mechanics of speaking and writing correctly.

Specific objectives for each lesson are implied in the content, but are not stated.

The goals and objectives emphasize verbal knowledge, subject skills, cognitive skills and processes, and perceptual-motor skills at basic levels of complexity. They concern use of materials for individual prescription or in connection with readiness. They reflect didactic and experiential approaches to learning.

Scope and Sequence

The scope of Usage File of American English is implied in the content of the book. The basis for the scope is the acquisition of the same knowledge and skills at the same levels of complexity as referred to in the section on Goals and Objectives. Coverage overall is narrow, but what is included is treated in depth. No related materials are mentioned.

The sequence of presentation is left entirely to the teacher or student. The assumption is the book would be used like a handbook.

Methodology

The method for using this book is not mentioned. As indicated in the previous section, it would probably be used as a handbook for easy reference. Considerable drill is included.

Evaluation

No diagrostic or evaluative measures are included in the book.

Overall Comments

The evaluators felt that for the implied target population, this book would be excellent for reference and drill in standard American English usage.

Usage File of American English was rated 19 by both analysts on a scale of 1 (low) to 19 (high).

THE WRITING CENTER, by Sylvia Gibb and Robert Madeley | Winston Press

Adopted materials:		Publisher's Price:
Gr. 4	THE WRITING CENTER	24.00

Copyright: 1971

Curriculum Role: Creative Writing

Publisher's Grade Level: 4-6

Student Audience: Not specified

Instructional Approach: Composition, Thematic

Emphasis: Creative Writing

Related Materials: Unmentioned

General Description
The rationale for this kit is specified under PURPOSE as, "teachers should deliberately provide their pupils with many opportunities to write creatively." Written by Robert Madeley, Silvia Gibbs, et al, this kit offers 49 idea generators on colorful 8x10 cards, each containing a different idea to stimulate students' thinking and writing.

Product Usableness
Characteristics such as racial, religious, sex, and ethnic discriminations are not a consideration. Technical qualities were all rated average to high including prose style, clarity of directions, interest for target area, package design, organization, and grammar. The analysts felt the price was average but one felt the plastic container would not be durable. The task cards should be laminated for long lasting use.

Goals and Objectives
The goals are specified and general in nature, like, to provide pupils with basic notions for plot, content, rhythm, and theme.

The specific objectives are written on each task card, i.e., use the pictures and words that appear above to write an adventure story.

The goals and objectives reflect the need to acquire verbal knowledge, subject skills, cognitive skills, social skills and understandings, affective skills and processes, and valuing at advanced levels of complexity.

The goals and objectives respond to the need for broad behavioral patterns, and reflect the discovery approach, an inquiry approach, and/or experiential approach.

Scope and Sequence
The scope is specified as major interest areas--Adventure, Mystery, Animals, Fantasy and Poetry.

The scope reflects the same knowledge and skill requirements at the same complexity levels as specified in Goals and Objectives.

The overall coverage is narrow, but in depth and flexible (as determined by student behavior or ability).

The overall sequence is hinted at by the producer but sequencing of units or sections is specified. The order is determined by the directions on the task cards. The producer suggests the teacher should discuss characteristics of limericks and cinquain with the students before presenting that particular task card.

Methodology
The methodology is implied by the characteristics of the product and can be labeled discovery, inquiry and experiential. The emphasis is on the same knowledge and skills as previously stated

THE WRITING CENTER, by Sylvia Gibb and Robert Madeley **Winston Press**

(continued)

and at the precise complexity levels. The methodology requires active participation by the student, allows for individual differences, and is adjustable to the learner rate. Pacing of students through the product is primarily determined by the students on the basis of interest or self-selected goals. The learning environment is left to the user.

Evaluation

The only evaluation materials suggested are for the teacher to consider the following points: "Is the child genuinely satisfied with his effort? How does the work you are now considering compare with what he produced previously? The pupil will respond to any honest praise or criticism given. A simple comment on a word used well, or an unusual phrase or sentence, is often sufficient."

Overall Comments

There are no critical objectives except to write creatively throughout the product. The analysts felt there should be more feedback to the students and from the students as to their program, i.e., journal, rating sheet, etc. The analysts felt it could also be used with third graders in a more structured way. This program would be highly motivating to the target population. The kit would be a great aid to a teacher who is setting up an individualized program and is looking for materials for a learning center.

Both analysts rated The Writing Center 18 on a scale of 1 (low) to 19 (high).

SPELLING/
HANDWRITING

CONTINUOUS PROGRESS IN SPELLING,
by Edwin A. Read, et al

The Economy Company

Adopted materials:		Publisher's Price:	
Nongraded	PRIMARY KIT	$97.50	
	Students Study Manual	1.35	
	Teachers Manual	1.35	
	Placement Test Pads	1.98	
	Handwriting Manual	Not available	
Grade K	READINESS BOOK, by Charles C. Maset, et al	1.23	t.e. $1.23
Nongraded	INTERMEDIATE KIT	97.50	
	Student Study Manual	1.35	t.e. $1.35
	Handwriting Manual	Not available	

Not adopted:

Recall tests on placetapes	112.80 set

Copyright: Readiness - original - 1967
Primary and Intermediate - 1972
Readiness - 1973

Curriculum Role: Spelling Language Arts

Publisher's Grade Level: Primary, elementary

Student Audience: Determined by readiness and reading at 2nd grade level

Instructional Approach: Individualized

Emphasis: Spelling Patterns

Related Materials: Limited number suggested and available from producer.

General Description

This individualized spelling program by Edwin A. Read, et al, contains a Primary Kit, with a student's study manual, teacher's manual, placement test pads, and a handwriting manual, all of which are nongraded. At kindergarten level there is a Readiness Book by Charles C. Maset, et al. Also, there is a nongraded Intermediate Kit, containing a student study manual, and handwriting manual. The kit is published by Individualized Instruction Inc., Economy Co., Oklahoma City, Oklahoma.

The rationale, as stated for development of the product, is to impart a particular subject matter, meet certain societal needs, apply a particular instructional approach, and to supply material for use in a certain system for the management of instruction. Learner verification is not mentioned.

Product Usableress

The analysts found the content to be accurate. Characteristics such as racial, religious, sex or ethnic discrimination are not considerations. They also felt the interest for target areas and distinguishability of parts were poor. All other aspects, such as printing, packaging, binding, and clarity of presentation, were good. In terms of price, they felt if student study manuals and response sheets are consumed, it would make the kit too expensive. They felt the teacher would need specific training before use, at least a month of preparation time, and would need to really study materials until the program is well under way.

Goals and Objectives

The goals and objectives are general but fully specified, such as, the program develops a foundation for spelling skills, habits and attitudes. It is designed to help pupils acquire the language arts skills necessary for satisfactory progress in spelling, while working at their own speed and rate of progress. More specific objectives are listed in the Primary and Intermediate Kit Manuals from page 5-11. The goals and objectives of the kits emphasize verbal knowledge, subject skills, cognitive skills and processes, and social skills and understanding at the middle level of complexity. Affective skills and understanding, and perceptual-motor skills are emphasized at the basic levels of complexity. The goals and objectives concern use of materials in an open classroom, individual prescription, and in connection with readiness determinations, but always as an individualized program.

Scope and Sequence

The basis for the scope of the product is specified in the product and emphasizes the same skills and knowledge as stated in the goals and objectives. The analysts found words within a given list to be inconsistent with the rules taught, or with linguistic pattern.

Sequence of presentation, within sections or units, is specified by the product and is developmental.

Methodology

The methodology is specified in the product and can be labeled phonics/phonemic emphasis, including linguistics, with emphasis on the skills and knowledge at the same complexity levels as previously stated. The product does allow for individual abilities and active participation by the student. The teacher determines the pacing of students through the program. The learning environment, as set by the product, is "closed" since specific instructions for implementation are given.

Evaluation

Diagnostic and evaluative measures (criterion tests) are supplied with the product for use by the student, teacher, and parent. There is immediate feedback to student and teacher, plus recall tests to be given after longer intervals. Emphasis on skills and knowledge is as previously stated.

Overall Comments

The analysts felt the product was too rigid in the Primary and Intermediate Kits, although the Readiness was satisfactory. They also felt the carry-over and application of spelling rules would be slight. The analysts could find no difference in the spelling lists between the Primary and Intermediate Kits, so felt it was needless to buy both kits. The Handwriting Manual seems to be done quite well, but the analysts felt the letters, a,b,d,g,p, and q, namely, should be taught as in manuscript, with a continuous stroke, for easier conversion to cursive writing.

Both analysts rated the product 3 on a 1(low) to 19(high) scale.

SPELLING AND WRITING PATTERNS, Follett Publishing Company
by Morton Botel, et al

Adopted materials:		Publisher's Price:	
Nongraded (Paperbound)	Book A	$1.11	t.e. $1.41
	Book B	1.11	t.e. 1.41
	Book C	1.11	t.e. 1.41
	Book D	1.11	t.e. 1.41
	Book E	1.11	t.e. 1.41
	Book F	1.11	t.e. 1.41
Nongraded (Hardbound)	Book B	$2.04	t.e. 2.25
	Book C	2.04	t.e. 2.25
	Book D	2.04	t.e. 2.25
	Book E	2.04	t.e. 2.25
	Book F	2.04	t.e. 2.25

INDIVIDUALIZED SPELLING AND WRITING PATTERNS, Research for Better Schools
Cassettes I and II, set of 186 cassettes packaged in two boxes.

Adopted materials:

Nongraded	Cassettes I & II (1-186)	$438.00	
	Cassettes I (1-91)	228.00	
	Cassettes II (92-186)	237.00	
	Response booklets	.54	t.m. 3.96
	Spelling Scripts Book	2.58	

Program also includes textbooks listed above and writing patterns to all books and tapes, and Teachers Manual, and response booklets.

Copyright: 1969, 1971 (basic texts); 1973 (tapes)

Curriculum Role: Spelling and Handwriting

Publisher's Grade Level: 1-6

Student Audience: Slow, average, gifted

Instructional Approach: Individualized, Language Experience, Spelling Patterns

Emphasis: Spelling

Related Materials: Reference is made to test booklets and duplicating masters that are available from the publisher

General Description

The Follett Spelling Program can be purchased in various ways. Books B-F are available in either paper or hard binding; book A is only paperbound. A teacher could use these books only, or could also buy cassettes of the tests to individualize the program. The cassettes alone would give tests only; no teaching aid.

"Spelling is not an end in itself, but a means to effective written communication," is the rationale as stated by Morton Botel, Cora Holsclaw, et al.

(continued)

The teacher's edition for each level has a section explaining the program and sample lesson plans as well as the student text with answers written in brown.

The program consists at each level, of six four-page Skills training units placement tests, the basic program, written expression, a refresher program and a power program. Punctuation, handwriting, and sentence patterns are taught as part of the basic program.

Product Usableness

The content of this program was considered accurate by the analysts. However, they did note that several of the manuscript and cursive letters were different than the present method in California. Variation is found in manuscript t,d,f,q,Kk,A and M. The variation in cursive is in writing d,t,y,F,G,M,N,Q,T,W,Y, and Z.

Aspects of discrimination were not avoided. The authors, however, indicate that the 1975 edition will reflect a wider representation of individuals--adults and children--from various ethnic backgrounds and varying cultures. Moreover, females will be depicted in a greater variety of ways that show their participation in more active and non-stereotyped roles.

Most attributes of technical quality were rated from average to high. Receiving a high rating were care in editing, clarity of presentation, prose style, grammar, interest for target population, printing quality, quality of photographic reproduction, quality of recording, cassette durability, and completeness of labeling. An average rating was given for binding, design durability and manageability of cassette box, and readability of labels. Paper quality was rated low. The publisher states that the paper for the 1975 edition is whiter and of higher quality. No information on the quality of the hardbound books is available. The paperbound editions are considered too slick for stacking. The price was considered justifiable.

The publisher recommends specific training for using this program and the analysts felt it would be necessary. They believe it would take at least a month to prepare to use the program the first time and that more than a half hour of preparation would be required before each class session. Evaluation by the teacher would be required at intervals of less than 30 days before students could proceed.

Goals and Objectives

The goal of this program is to teach spelling as a means to effective written communication.

Pages 18-34 of the teacher's manual for Individualized Spelling and Writing Patterns contain the spelling objectives for the entire program. In books B and C, the objectives are broken down into five skills categories: alphabetizing, spelling words, word patterning, sentence patterning, and written expression. Books D through F have the same five skills categories plus dictionary skills.

The goals and objectives emphasize verbal knowledge, subject skills and cognitive skills at basic and middle levels of complexity. Perceptual-motor skills are emphasized at a basic level. They concern use of materials in an open classroom for individual prescription and in connection with readiness. They reflect didactic, discovery, inquiry and experiential approaches to learning.

Scope and Sequence

The basis for the scope is fully specified on pages 6-11 in the Individualized Spelling and Writing Patterns Teacher's Manual. It is the acquisition of the same knowledge and skills referred to under Goals and Objectives. Coverage in the program is broad, in depth and flexible. Students may cover different parts in that those having difficulty may take the Refresher Program and the advanced students can take the Power Program.

The sequence, as specified, is developmental and progresses from simple to complex concepts. The entry point is differentiated according to the student's abilities.

(continued)

Methodology

The methodology, as specified, is didactic, discovery, inquiry, experiential and individualized. It would be most useful in an open classroom, for individual prescription, as developmental or in a traditional classroom. It is aimed at imparting the same knowledge and skills referred to earlier. The methodology requires the active participation of the students and takes their individual differences into account. Pacing of students through the product is primarily determined by the materials. The learning environment is open.

Evaluation

Depending on what components are purchased, the diagnostic and evaluative measures are supplied as part of the program.

Overall Comment

The analysts notice that the scope of the program is concentrated on attainment of the objectives. Goals and objectives, scope, sequencing, methodology and evaluation were all considered appropriate. The analysts consider the program excellent for individualization. They feel it would be best to use one end of the room for quiet work and the other for activities involving movement and conversation.

Important features include a carefully chosen vocabulary for sound-letter relationships and frequency of uses in writing, multi-level options for ability grouping and a complete testing program including placement tests, pretests, self-tests and final tests.

The two concerns expressed by the analysts were poor packaging of the cassettes and the amount of work required of the teacher.

Spelling and Writing Patterns was rated 17 by both analysts on a scale of 1 (low) to 19 (high).

SPELL CORRECTLY SERIES, by Herman F. Benthul — General Learning Corporation/ Silver Burdett Division

Adopted materials:		Publisher's Price:			
(Multi-graded 1-6)	Level 1			Txt-wkbk 1.26	t.e 1.77
	Level 2	2.58	t.e. 3.81	Txt-wkbk 1.35	t.e. 1.35
	Level 3	2.58	t.e. 3.81	Txt-wkbk 1.35	t.e. 1.35
	Level 4	2.58	t.e. 3.81	Txt-wkbk 1.35	t.e. 1.35
	Level 5	2.58	t.e. 3.81	Txt-wkbk 1.35	t.e. 1.35
	Level 6	2.58	t.e. 3.81	Txt-wkbk 1.35	t.e. 1.35
Grade 8	Level 7	2.58	t.e. 3.81	Txt-wkbk 1.35	t.e. 1.35
	Level 8	2.58	t.e. 3.81	Txt-wkbk 1.35	t.e. 1.35
	Masters (Level 2-8)	7.44 each level			

Copyright: 1972 Reprinted in 1974

Curriculum Role: Spelling

Publisher's Grade Level: 1-8

Student Audience: Average, Gifted

Instructional Approach: Individualized, Language Experience, Spelling Patterns

Emphasis: Linguistic approach to Spelling

Related Materials: None mentioned

General Description

This series was developed by Herman F. Benthul, et al. The major goal of the program is to teach sound symbols with a major focus on hearing and saying sounds, on seeing and writing letters that spell these sounds and on building words.

Product Usableness

The analysts found the content to be accurate and characteristics such as racial, religious, sex or ethnic discriminations were not a consideration. Technical qualities such as economy of language and binding were rated low, clarity of presentation, interest to target area, paper and printing quality and labeling were rated average, while care in editing, prose style and grammar were rated high. The analysts felt the series was far too expensive for most districts. Although the producer did not specify preparation time, the analysts felt the teacher would need approximately a half day of preparation time before using the product.

Goals and Objectives

The general goal is found on page 5 of the teacher's manual as: "To build permanent spelling power."

The objectives are specified and fixed (expect same results from all learners). They are listed in the teacher's manual at the beginning of each lesson. Example: 1)"To relate initial and final consonant sounds to letter patterns. 2)"To write words having those sound-letter relationships. 3)"Identify vowel /o/ in various contexts."

The goals and objectives emphasize verbal skills, subject skills and cognitive skills and processes at the basic, middle, and advanced levels of complexity, while perceptual-motor skills are at the basic and middle levels. The goals and objectives respond to use of the materials in an open classroom, individual prescriptive situations and in connection with readiness determinations using a didactic or discovery approach.

Scope and Sequence

The specified scope is broad, in depth, and fixed (each student is presented with the same material) and emphasizes the same knowledge and skills at the precise levels of complexity as mentioned in Goals and Objectives.

The overall sequence and sequencing within units or sections is specified in the product. The sequence is developmental in nature with a progression from simple to complex concepts. The entry point is the same for all students as is the progression through the material.

Methodology

The specified methodology can be labeled didactic and/or discovery for use in an open classroom, individual prescription, student developmental status, and the traditional classroom. The methodology places emphasis on the same knowledge and skills as stated in Goals and Objectives. Pacing of students through the material is determined by the teacher. The product allows for individual differences, requires active participation of the student and leaves the learning environment up to the teacher.

Evaluation

Diagnostic and evaluative measures are supplied with the product to test student product or behavior, with feedback to both student and teacher. Evaluation measures require the same levels of knowledge and skills as mentioned above.

Overall Comment

The analysts felt the major objectives that appear in the teacher's manual before each lesson are met satisfactorily. The goals and objectives are realistic for primary grades, but far too difficult for upper grades, especially for slower learners. Examples: Grade 8 Lesson 12, authenticity, brevity; Lesson 18, parenthetical, actuarial. The analysts felt it could be effective for the highly able but non-creative child. The teacher's manual has the dictionary respellings in the word list, but not in the students book where they should be. The student word lists are out of context and demand memorization rather than learning through usage. The analysts also felt it was far too expensive.

Both analysts rated Spell Correctly 6 on a 1 (low) to 19 (high) scale.

GINN INDIVIDUALIZED SPELLING PROGRAM, (GISP), by George Jurata, Jr., et al

Ginn and Company

Adopted materials:		Publisher's price:				
Nongraded	Level A	$.99	t.e.	$4.38	Oper. Log	$9.90
	Level E	.95	t.e.	4.17	Oper. Log	9.90
	Level I	.95	t.e.	4.17	Oper. Log	9.90
	Level O	.95	t.e.	4.17	Oper. Log	9.90
	Level U	.95	t.e.	4.17	Oper. Log	9.90
	Level Y	.95	t.e.	4.17	Oper. Log	9.90

Each kit contains Teachers Manual and Operations Log

LEVELS A, O, U, and Y were not made available for evaluation

Copyright: 1974

Curriculum Role: Individualized Spelling Kit

Publisher's Grade Level: 2-8 (nongraded)

Student Audience: Not specified

Instructional Approach: Individualized, Spelling Patterns

Emphasis: Spelling, Language Arts

Related Materials: None mentioned

General Description

Only two of the kits (E and I) were available for evaluation. This program is comprised of six kits containing twenty-eight levels, with a Teacher's Manual and an Operations Log for each system (A, E, I, O, U, Y). Each kit encompasses roughly a three-grade range, beginning at grade two. Each kit contains approximately 425 cards whose function is pre-assessment and instruction (Lesson, Booster, and Language Study cards).

This program is designed to provide words and language concepts that are arranged so a student may pursue his study of spelling in an individualized, nongraded fashion at his own rate. It is also designed to aid students in learning inductively those spelling generalizations that have wide application to many words.

Product Usableness

Although generally accurate, there are several small inaccuracies, omissions, or confusing directions in both student and teacher information. Fairness and racial, sexual or ethnic characteristics are not a consideration. Technical qualities are high, according to the analysts, except for interest to the students, which was rated average. The price was considered justifiable in terms of the content of the kits, but there was doubt about a student using it alone. It was felt a great deal of teacher time, both before and during its use, will be needed.

Goals and Objectives

General goals are fully specified: Since students differ in ability and level of achievement, this program enables students "1. To proceed along a continuum of spelling behaviors in a self-pacing, individualized manner according to the specific ability and achievement of each student. 2. To receive specific activities to help identify and correct spelling weaknesses. 3. To use auditory, visual, and kinesthetic methods to enlarge the spelling vocabulary and achieve independence in study habits in spelling. 4. To learn inductively the few spelling generalizations that have wide application. 5. To find both challenge and success in spelling." Teacher's Manual, page T-3.

Objectives, also, are fully specified. For "Pattern Words": For each specific spelling pattern, the student is able to spell the pattern correctly in all but one of the words that contain the pattern when the words are pronounced. For the "Power Words": Given specific power words as pronounced to the student by a partner, the student is able to spell all the words correctly.

Instructional objectives for each lesson are given in the Teacher's Manual. Objectives emphasize cognitive and perceptual-motor skills at a middle level, and verbal, subject, social, affective, and valuing skills at a basic level. They may be used in an open or individualized program, in a semi-programmed instructional approach.

Scope and Sequence

The basis for the scope of this spelling program is the acquisition of skill at a basic level, except cognitive and perceptual-motor skills, which are at a middle level. Coverage is broad, cursory, and flexible.

The sequencing is based on a developmental program, progressing from simple to complex concepts, using an almost "errorless" method of instruction. Entry into the program is determined by pre tests, and once in the program, progression is different, according to the student's work.

Methodology

The methodology is aimed at imparting skills and knowledges as stated in Goals and Objectives, using a semi-programmed approach. It may be used in any type of classroom. Students participate actively. Individual differences are taken into account because students take a pre test, with several sections, for each unit. The work to be done is determined by his score in each section.

Evaluation

Diagnostic tests to show both degree of prior mastery and appropriate entry point are supplied, as are evaluative measures for units and subsequent learning activities. They emphasize skills and knowledges at the same levels as previously stated.

Overall Comments

Only two of the kits (E and I) were available for evaluation.

The analysts felt that good readers could probably do this program easily, but would be bored because of a lack of challenge. Average and poor readers would have difficulty with the program. Simplified instructions and more practice are needed on the booster cards. Concepts were not fully developed before a new concept was introduced. They did not understand the usage of the terms "glided" and "unglided" for the long and short vowel sounds. The tests do not cover all aspects that are presented on the booster cards. Spelling cards in various kits are often identical, even though they are meant for different levels. They felt that the teacher would need several aides or a very small class in order to check student progress thoroughly.

Ginn Individualized Spelling was rated 5 on a scale of 1 (low) to 19 (high).

THE READING ROAD TO SPELLING, by Mabel O'Donnell, et al

Harper & Row, Publishers, Inc.

Adopted materials:		Publisher's price:	
(Multi-graded 1-6) Hardbound	Book A	$2.10	t.e. $1.11
	Book B	2.25	t.e. 1.11
	Book C	2.46	t.e. 1.23
	Book D	2.46	t.e. 1.23
	Book E	2.46	t.e. 1.35
	Book F	2.46	t.e. 1.35
Gr. 8	Book G	2.46	t.e. 1.35
	Book H	2.46	t.e. 1.35
(Multi-graded 1-6) Paperbound	Book A	1.17	t.e. 1.17
	Book B	1.17	t.e. 1.17
	Book C	1.29	t.e. 1.29
	Book D	1.29	t.e. 1.29
	Book E	1.41	t.e. 1.41
	Book F	1.41	t.e. 1.41
Gr. 8	Book G	1.41	t.e. 1.41
	Book H	1.41	t.e. 1.41

Copyright: Revisions - 1970

Curriculum Role: Spelling

Publisher's Grade Level: Multi-Graded 1-6, 7-8

Student Audience: Slow, average

Instructional Approach: Individualized, Language Experience, Spelling Patterns

Emphasis: Spelling, Language Skills

Related Materials: Limited number are recommended, but left to the user

General Description

The rationale of the program, to ensure spelling mastery of words that pupils write, is specified by the authors Mabel O'Donnell, Carl F. Brown, et al. This is a series of paperbound or hardbound student workbooks with accompanying teacher's manuals.

Product Usableness

The analysts found the content to be accurate with one exception; the use of homonym instead of homophone. Characteristics such as racial, religious, sex, ethnic, occupational or sectional were somewhat avoided through revisions but sex roles showed some stereotyping such as women as nurses, only boys fishing and girls cooking or shopping for groceries.

The technical qualities were rated average, such as grammar, editing, economy of language, quality of printing and price. Interest to the target areas was rated high due to the variety of dictation in the lessons, rather than the usual spelling approach.

Goals and Objectives

The primary goals are specified as: (1) "To ensure spelling mastery of words pupils write. (2) To develop the related language skills. (3) To help pupils make progress in reading as well as spelling."

The objectives are specified in each lesson, i.e. to give practice in writing words with the letters "ow and ou" to develop word meaning. Each lesson has a concept taught but is not stated in the form of behavioral objectives.

(continued)

The goals and objectives of this series emphasize verbal skills, subject skills, and cognitive skills at the basic and middle complexity levels, with perceptual-motor skills at the basic level. They reflect use of the materials in individual prescriptive situations and with readiness determinations using a didactic approach.

Scope and Sequence
The scope is broad, in depth, and fixed and reflects the same knowledge and skills at the precise complexity levels as stated in Goals and Objectives.

The overall sequence and sequencing in the units is specified and is based on a developmental view of learning and a progression from simple to complex concepts. The entry point and progression through the product is the same for all students.

Methodology
The specified methodology can be labeled didactic, usable in an open classroom, student developmental status, and/or the traditional classroom. The same knowledge and skills at the same levels of complexity are emphasized as was stated earlier.

Evaluation
No diagnostic measures are provided. The evaluative measures are found at the end of a unit or section as criterion tests for use by both teacher and student. Feedback would be the next day with emphasis on the same knowledge and skills, at the same complexity levels as stated in Goals and Objectives. The measurement checks language skills as well as spelling in the various forms of dictation used.

Overall Comments
Though the program is not excitingly presented, the analysts liked the idea of keeping the teacher totally involved in the spelling program and constantly aware of student progress because of the daily dictation lessons. The analysts felt the words were geared to the average to low students and skills should be checked by all levels of students. Because lists are often phonetically arranged, pupils meet the same phonetic rules and can apply them successfully. The teacher's guides are very specific, page by page: purpose, procedure, developmental activities, supplemental words, and enrichment activities. A small reproduction of the child's book is contained with the answers in red.

The Reading Road to Spelling was rated 13 on a scale of 1 (low) to 19 (high).

POWER TO SPELL Series, by Jean S. Hann, et al   Houghton Mifflin Company

Adopted materials:		Publisher's price:	
(Multi- graded 1-6)	Book 1	$1.20	t.e. $3.60
	Book 2	2.22	t.e. 2.22
	Book 3	2.22	t.e. 2.22
	Book 4	2.22	t.e. 2.22
	Book 5	2.22	t.e. 2.22
	Book 6	2.22	t.e. 2.22

WORDS IN YOUR LANGUAGE by Paul R. Hanna, et al

Gr. 8	Book 1	2.40	t.e. 2.40
	Book 2	2.40	t.e. 2.40

Textbook-Notebook editions:

(Multi- graded 1-6)	Book 2	$1.35 txtbk-ntbk	t.e. $2.70
	Book 3	1.35 txtbk-ntbk	t.e. 2.70
	Book 4	1.35 txtbk-ntbk	t.e. 2.70
	Book 5	1.35 txtbk-ntbk	t.e. 2.70
	Book 6	1.35 txtbk-ntbk	t.e. 2.70
Gr. 8	WORDS IN YOUR LANGUAGE I	1.80 txtbk-ntbk	t.e. 3.60
	WORDS IN YOUR LANGUAGE II	1.80 txtbk-ntbk	t.e. 3.60

Copyright: (Grade - Date) 1 - 1970; 2 - 1970; 3 - 1970; 4 - 1970; 5 - 1971; 6 - 1970; 7 - 1972; 8 - 1969

Curriculum Role: Spelling

Publisher's Grade Level: 1 - 8 (Non-graded)

Student Audience: Slow, average, gifted

Instructional Approach: Language expression, Spelling patterns

Emphasis: Spelling, Language Arts

Related Materials: A limited list is suggested some of which is available from the producer

General Description

Power to Spell is a softbound spelling series written for grades 1 - 8 and adopted as multi-graded (1-6) and grade 8 (7-8). Each edition has a Teacher's Guide. The editions for grades 7-8 (Words in Your Language) are self-correcting.

Dr. Paul R. Hanna is widely recognized as a researcher and an authority on spelling instruction. His co-authors are also active in this field. Their rationale for this series is that all written forms of languages are kinds of codes for the transmission of messages over distances of space and time-messages which would ordinarily be transmitted by the written word. In order for written communication to take place, both the sender and receiver must know the key to the code they are using; both must know what each symbol or character stands for and in what order these symbols are arranged.

Product Usableness

Although the analysts found the written material accurate, they differed in their opinions regarding racial and sexual roles, one feeling that these reflected current stereotyped thinking. Other characteristics (religion, ethnic groups, etc.) were not mentioned. Technically, care in editing, grammar and readability of labels were rated high, with all other technical aspects average. The cost was considered above average for this type of series. Less than half an hour of teacher preparation time is required. One analyst felt the series to be verbose, and that it would only interest highly motivated, high average or gifted children.

Goals and Objectives

The goal of this series is the teaching of spelling and handwriting to represent the spoken word in the generally accepted written code, not only correctly but as automatically as possible.

The objectives are fully specified as "Major Purposes" and stated on the first page of each lesson in the Teacher's Edition. General objectives are: 1) To make pupils aware of the alphatetic nature of written American English. 2) To coordinate the teaching of listening, speaking, spelling, and handwriting. 3) To teach the pupil to hear separate phonemes in the spoken word and to note their position and sequence. 4) To assist in articulating phonemes and in building vocabulary. 5) To develop automatic psychomotor responses. 6) To give the pupil a start toward developing general spelling power. (First Steps, Level I, p. 5)

The emphasis of the objectives is at the advanced level for verbal, subject, and cognitive skills, and at a middle level for perceptual-motor skills.

Scope and Sequence

The scope of Power to Spell is found in the scope and sequence charts in the Teacher's Editions, 2-6. The basis for the scope is the acquisition of subject and cognitive skills on an advanced level, and verbal and perceptual-motor skills on a middle level. Coverage is broad for a spelling program, and in depth. A limited amount of related materials is mentioned in the Teacher's Edition.

Sequence is developmental and spirals from simple to complex concepts. Entry points, both in the overall product and in the units, is differentiated according to student characteristics as determined by the teacher. Progression depends on the interrelationships in spell[illegible]d advanced organizers within a programed learning framework.

Methodology

The methodology for use of this series is specified, and may be labeled didactic and programed, useful in open, individualized, developmental, or traditional classrooms. Skills and knowledges are as stated in goals and objectives.

Students must participate actively in this program. The Teacher's Edition states a need for providing for student differences, but few provisions are made and most variations are left to the teacher in entry points, progression through the unit, and in completion time.

Evaluation

Diagnostic and evaluative measures are included in the series, in the students work, and in tests. They give immediate feedback, especially in Words in Your Language 1 & 2 (7th and 8th grades) which are meant to be self-correcting. Skills and knowledges are measured at the same levels as in goals and objectives.

Overall Comment

This series was considered traditional in approach, and adequate in developing basic skills. The format was dull, however, with more activities and stimulating pictures needed. Words in your Language, at the seventh and eighth grade level, was confusing because of having to turn the book upside down when half completed. The series is average for the better student, but poor for the slower ones.

Rated 9 and 7 on a scale from 1 (low) to 19 (high).

BASIC SPELLING SERIES, by Theodore E. Glim and Frank S. Manchester

J. B. Lippincott Company

Adopted materials:		Publisher's price:	
(Multi-graded 1-6)	Level A	1.56	t.e. 1.96
	Level B	2.84	t.e. 2.84
	Level C	2.84	t.e. 2.84
	Level D	2.84	t.e. 2.84
	Level E	2.84	t.e. 2.84
	Level F	2.84	t.e. 2.84
	Level G	2.84	t.e. 2.84
Grade 8	Level H	2.84	t.e. 2.84
	Level I	2.84	t.e. 2.84
	Level J	2.84	t.e. 2.84

Copyright: 1973

Curriculum Role: Spelling

Publisher's Grade Level: 1-8

Student Audience: Slow, average, gifted

Instructional Approach: Spelling Patterns, Phonetic-Linguistic

Emphasis: Spelling Language Skills

Related Materials: None mentioned

General Description

Basic Spelling is an ungraded series of ten consumable paperback books with a teacher's edition for each level. This is a structured program that places emphasis on:

-- the relation of sound and symbol in our language;
-- the patterns of letters that spell sound patterns;
--the letter patterns that spell inflected, derived, contracted, abbreviated, and compounded forms of words.

The program was written by Theodore Glim, Assistant Superintendent for Instruction, Seattle, Washington and Frank Manchester, Superintendent, Wayne, Pennsylvania.

Based on research findings that good spellers use many approaches to spelling whereas poor spellers rely on a single approach, Glim and Manchester use the following methods to teach pupils to analyze and synthesize words discriminately: oral-aural, oral-aural-visual, kinesthetic-tactile-oral, visual-imagined, oral-aural-visual-cognitive, visual-associative-generalizing, generalizing-applying, visual-associative, visual-associative-mnemonic, oral-intonative-imagined, visual-cognitive, and aural-cognitive.

Product Usableness

The content of Basic Spelling was considered accurate by the analysts. Religious, ethnic, and occupational discrimination were not considerations and sectional discrimination was carefully avoided. Some concern was expressed regarding racial and sex discrimination. Although various racial groups are shown, none of the pictures are really as accurate as photographs might be. In Book D on page 44 is a picture of a Chinese man with pig tails. Girls and women are primarily pictured in traditional feminine roles, although a few girls are pictured in camping and sporting situations. Altogether, far more males are pictured than females throughout the series.

All attributes of technical quality were rated "high" except binding, which was given an "average" rating. Since the price is unavailable as of this writing, no evaluation of that is possible.

No specific training or preparation seems to be necessary to implement this program.

(continued)

Goals and Objectives
The goals, as specified in the teacher's manuals, are to help each child reach his optimum level of ability to spell words correctly and to develop in him an understanding and love of our language.

The objectives that fit these goals are that the program present: (1) varied plans and options designed to fit the different abilities and learning styles of children, (2) many multi-sensory and multi-cognitive approaches to spelling, and (3) activities that make spelling part of the child's total language arts growth.

These goals and objectives emphasize basic verbal knowledge, basic and middle social skills and affective skills. Spiraling from basic to advanced complexity levels are subject skills, cognitive skills and perceptual-motor skills. They concern use of the materials in an open classroom, for individual prescription and in connection with readiness. They reflect the didactic, discovery, and inquiry approaches to learning.

Scope and Sequence
The basis for the scope is specified. It is the acquisition of the same knowledge and skills as indicated under Goals and Objectives. Concepts go from basic to advanced levels of complexity through the ten levels. The coverage is broad, concepts are treated in depth and students may start at different points and proceed at their own rate.

Besides spelling, other arts of language are included, namely listening, speaking, reading, writing, handwriting, punctuation, proofspelling, dictionary-usage, and understanding and using language.

Basic spelling contract cards are available from the publisher to further individualize the program and simplify record keeping.

The sequence of the program is specified. Students enter the overall program according to their achievement and proceed according to their ability. The sequence is developmental and progresses from simple to complex concepts and spelling patterns.

Methodology
The methodology is didactic, discovery and inquiry. It is useful in an open classroom, for individual prescription, in a developmental program or in a traditional classroom. It is aimed at imparting the same knowledge and skills at the same complexity levels as referred to earlier. The methodology requires active participation of students and takes their individual differences into account.

Evaluation
All necessary diagnostic and evaluative measures are supplied with the program.

Overall Comments
Each set of five lessons comprises a unit and develops one of seven major concepts of the series, therefore, constantly concentrating on the critical objectives. The analysts considered the goals, objectives, scope, sequencing, methodology and evaluation procedures adequate.

The analysts felt the teacher's editions of books A-E are superior to F-I in that they give more teaching suggestions. Overall, however, the teacher's editions are well organized and complete.

A clever method of calling student's attention to words that don't follow a regular spelling pattern is to call it an "outlaw." The head of an outlaw appears next to the word in the basic list and wherever that word is called for in an activity.

The program provides for slow, average and gifted students. The teacher's edition contains the words to dictate for each ability level along with sentences to use in dictation.

The analysts felt more supplementary writing assignments should have been included.

Basic Spelling was rated 15 by both analysts on a scale of 1 (low) to 19 (high).

WORD BOOK SPELLING PROGRAM, by Lorrene Love Ort and Eunice E. Wallace — Lyons and Carnahan

Adopted materials:		Publisher's price:
(Multi-graded 1-6)	Level 1	$1.35 t.e. $2.25
	Level 2 Pupil Text(Mnu-curs)	2.82 pap. ed. $1.35 t.e. $2.25
	Level 2 Pupil Text(cursive)	2.82 pap. ed. 1.35 t.e. 2.25
	Level 3	2.82 pap. ed. 1.35 t.e. 2.25
	Level 4	2.82 pap. ed. 1.35 t.e. 2.25
	Level 5	2.82 pap. ed. 1.35 t.e. 2.25
	Level 6	2.82 pap. ed. 1.35 t.e. 2.25
Gr. 8	Level 7	2.82 pap. ed. 1.35 t.e. 2.25
	Level 8	2.82 pap. ed. 1.35 t.e. 2.25

WORD SPELLING PROGRAM-1974 by Don C. Rogers, et al

Adopted materials:

Nongraded	Spelling Learning Games Kit A	$39.00
	Spelling Learning Games Kit B	39.00
	Spelling Learning Games Kit C	39.00
	Spelling Learning Games Kit D	39.00
	Spelling Learning Games Kit E	39.00

Not adopted:

(Multi-graded 1-6)	Level 1 Spirit Masters	$10.50
	Level 3 Spirit Masters	10.50
	Level 4 Spirit Masters	10.50
	Level 5 Spirit Masters	10.50
	Level 6 Spirit Masters	10.50

Copyright: Word Books 1974 - Spelling Games 1969

Curriculum Role: Linguistic Spelling Program

Publisher's Grade Level: 1-8

Student Audience: Slow, average, gifted

Instructional Approach: Language Experience, Spelling Patterns

Emphasis: Spelling

Related Materials: Extensive materials are recommended, described with specificity, and available from the producer

General Description
This Spelling system was designed by Lorrene Love Ort and Eunice E. Wallace with supplemental Spelling games by Dr. Pose Lamb. The authors' rationale is..."spelling is primarily an encoding process, which involves the writing of symbols to represent sounds, rather than a decoding process centering on pronunciations of previously written symbols."

Product Usableness
The analysts found the content to be inaccurate in a few easily corrected details. Example: In Level I Word Book, page 99, use of the personal pronoun "whose" for objects instead of "which" or "that." Errors are also found in Level II, page 13.

(continued)

Characteristics such as racial, religious, sex, and ethnic discrimination were carefully avoided, as was stereotyping. The technical qualities were judged as follows: the student workbooks are carefully edited with explicit directions; teacher's manuals are verbose, redundant, and difficult to understand in the introductory pages; the reading content in student books was selected for high interest, with the prose directed towards expanding the student's vocabulary; there are no photographs, but the illustrations are humorous and expressive, with good reproduction; the binding is of high quality on both paperback and hardcover books, with a spiral-bound teacher's manual that lays flat on the desk, with pages that turn easily; the labeling inside the books is clear, concise, and convenient, however, the cover labels are small and poorly placed; the system is color-coded in rather unattractive colors, and the contrasts are not clearly definable; the spelling games kits are rather cumbersome but this is unavoidable due to the contents (large game boards); the kits are rather light in weight for their size, and are colorful. The producer does not mention any specific training for use of the product.

Goals and Objectives

The specified goals on page VI of all manuals are..."modern, linguistically oriented series designed to aid the student in communicating more effectively." Primary emphasis is the improvement of spelling skills, but other communication skills are interwoven.

The specified objectives are listed on pages VI and VIII of all manuals as: 1) Dictionary investigation. 2) Speaking and listening skills. 3) Exploration into the nature of our changing language. 4) Composition. 5) Relationship of misspelling to dialect. 6) Dialect and usage awareness. 7) Writing conventions such as capitalization and punctuation. 8) Vocabulary building. 9) Deductive and inductive reasoning. 10) Developing spelling power by helping students discover regularities with the English spelling system. There are specific objectives for each lesson in the teacher's manuals.

The goals and objectives of this series reflect the need to acquire verbal knowledge, and cognitive skills and processes, at the basic, middle, and advanced levels of complexity, with subject skills and perceptual-motor skills at the basic complexity level.

The goals and objectives concern use of the materials in an open classroom, in connection with readiness determinations, and in the traditional classroom.

Scope and Sequence

The scope is specified and reflects the need to acquire the same knowledge and skills at the same complexity levels as stated in Goals and Objectives. The scope reflects the need for a broad behavioral pattern. Coverage is broad and in depth.

The overall sequence is specified, as is the sequencing within units or sections. It is based on a progression from simple to complex concepts. The entry point into the overall sequence is differentiated according to student abilities or achievements, whereas the entry point into each unit is the same for all students.

Methodology

The methodology is specified by the producer and can be labeled didactic, discovery, inquiry, and/or experiential, and is useful in an open classroom, student developmental status and/or traditional classroom.

The methodology emphasizes the same knowledge and skills at the same complexity levels as previously stated. The methodology takes individual student abilities into account and provides for them. The time for completing the materials is fixed by the producer (designed for a school year) and the materials determine the pacing of students. The learning environment is left entirely to the user.

Evaluation

Diagnostic measures to show prior mastery of the objectives are provided (criterion tests and teacher's judgments) for teacher use. Diagnostic measures to show appropriate entry points into the sequence are left to the user. Evaluative measures for units or sections are provided (criterion tests) for teacher use. Evaluative measures to help determine subsequent learning

WORD BOOK SPELLING PROGRAM, by Lorrene Love Ort and Eunice E. Wallace — Lyons and Carnahan

(continued)

are also supplied with the product (criterion tests and teacher judgments) for the teacher to use, as are evaluative measures to determine mastery of objectives. The evaluative measures reflect the need to acquire verbal knowledge, subject skills, and perceptual-motor skills at the basic level only. The analysts felt the critical objectives were met and were congruent throughout the system. However, only words were evaluated, not the critical objectives of developing spelling power by discovering regularities within the spelling system. Teacher judgment refined the evaluation.

Overall Comments

The analysts felt the game kits were well suited to the designated learning level. They were linguistically based, and would be an excellent supplement to any spelling program. The games were structured to reinforce the skills at each level and might be used as evaluative instruments or informal diagnostic tools.

The prose and literature of the Word Books were of high interest and quality. Exercises were meaningful, well paced, and sequenced with care and skill. The manuscripts and phonetic units of Book 1 would be effective lessons for beginning spellers. However, in the sections toward the end of My Friends and Mr. Word Builder the directions became a bit heavy and sometimes unclear (see page 113), becoming more of a reading lesson than a spelling lesson. Handwriting review was constant through the series.

The principle factors in rating the system so high were the interest to the target population, and its vocabulary expansion. The goals and objectives were wider than those in many spellers; therefore, the series reinforces the language arts program and could be used as such. The scope and sequence promote readiness and interest. In books 2-6 the first six lessons were readiness materials; in books 7-8 readiness and review were sprinkled throughout. Each period (6 lessons) in books 2-6 started with a period opener which was related to the communication skills - "they provide opportunities...for students to recognize connotations, to use synonyms and antonyms, to compare and contrast ideas, to hunt for relationships between concepts, and to use words from their own vocabulary." (page IX teacher's manual) Close examination of student books verified the above statement. Each period ended with a wrap-up. Both remediation and enrichment exercises were offered in this section, as well as in the teacher's manual for each lesson. The organization seems very effective. On pages VIII and IX of all manuals 2-6, there were five lesson plans with varying degrees of personalized work. However, all plans included a directed "lesson with a group" for the first day (called Introductory Activities in the manual).

This program would be hard to individualize except for grades 7-8, but could be partially individualized. Evaluative measures were primarily word lists, but include optional dictation. Teacher judgment was emphasized in evaluation. The teacher's manuals had directions opposite the reproduction of student pages for convenient use.

Both analysts rated Word Book 18 on a 1 (low) to 19 (high) scale.

SKILLS IN SPELLING, by Neville H. Bremer, et al McCormick-Mathers Publishing Co.

Adopted materials:		Publisher's price:		
(Multi-graded 1-6)	Book A			
Hardbound	Book B	$2.55	t.e.	$3.18
	Book C	2.55	t.e.	3.18
	Book D	2.55	t.e.	3.18
	Book E	2.55	t.e.	3.18
	Book F	2.55	t.e.	3.18
Gr. 8	Book G	2.55	t.e.	3.18
	Book H	2.55	t.e.	3.18
(Multi-graded 1-6)	Book A	1.29	t.e.	1.62
	Book B	1.29	t.e.	1.62
Softbound	Book C	1.29	t.e.	1.62
	Book D	1.29	t.e.	1.62
	Book E	1.29	t.e.	1.62
	Book F	1.29	t.e.	1.62
Gr. 8	Book G	1.29	t.e.	1.62
	Book H	1.29	t.e.	1.62

Copyright: 1964, 1968, 1973

Curriculum Role: Spelling

Publisher's Grade Level: 1-8

Student Audience: Slow, average, gifted

Instructional Approach: Individualized, Language Experience, Spelling Patterns

Emphasis: Spelling, Language

Related Materials: None mentioned

General Description

Skills in Spelling is a series of either hardbound or softbound textbooks. Level A for grade 1 is the only one that is consumable. The program focuses on writing, by means of a modern linguistic approach.

The authors, Neville Bremer, Lucile Stone, et al, recognize the need pupils have to learn to spell and the questions teachers have as to how best to give assistance, have written this series to give teachers both answers.

The teacher's editions of levels A-F have objectives, suggestions, answers, etc. in red type. In Book G the teacher information is in brown; Book H is in green, both of which are more difficult to read. At the back of each teacher's edition is a skill development chart, discussion of spelling, suggested semester tests, and suggested dictation sentences.

Product Usableness

The analysts considered the content of these books accurate. They did not agree on the fairness toward various groups. One analyst did not feel enough racial variation was shown and pointed out that Indians were not pictured in modern dress. It was also noted that women were only shown in the traditional roles of nurse, mother, etc.

The technical qualities of care in editing, grammar, paper and printing quality and all aspects of labeling were given "high" ratings. Average ratings were given to clarity of presentation, prose style, economy of language and binding. A poor rating was given to interest for target population. The analysts felt the program would only be appropriate for above average students. They did not think the texts were justified in terms of price.

SKILLS IN SPELLING, by Neville H. Bremer, et al McCormick-Mathers Publishing Co.
(continued)

No specific training would be required to implement the program and less than one half hour preparation time would be required for each lesson.

Goals and Objectives

The implied goal for this program is to teach spelling from a linguistic approach.

Specific objectives are stated on the first page of each lesson in the teacher's manual. On page 6 of the teacher's manual are five objectives of the linguistic approach: (1) "To help pupils perceive the importance of the remarkably large number of regularities and patterns in phoneme-grapheme relationships...(2) To introduce and teach graphemic irregularities gradually and systematically...(3) To help students learn to build words and understand meanings...(4) To help pupils realize that graphemes symbolize sounds of speech...(5) To stimulate the pupil toward an interest in the study of the English language..."

These goals and objectives emphasize verbal knowledge, subject skills, cognitive skills and perceptual-motor skills at basic, middle and advanced complexity levels. They concern use of materials in an open classroom, for individual prescription and in connection with readiness. They reflect didactic and experiential approaches to learning.

Scope and Sequence

The basis for the scope as specified in the texts is the acquisition of the same knowledge and skills as referred to under Goals and Objectives. It is broad, in depth, and flexible in that students may start at different points. Related materials are not mentioned.

The sequence is specified and is based on a developmental view of learning with a progression from simple to complex concepts. Handwriting is also emphasized. Entry into the overall sequence or into units is differentiated according to student abilities and past mastery.

Methodology

The methodology, as specified in the program, is didactic and somewhat experiential. It would be most useful in an open classroom, for individual prescription, in a developmental program or in a traditional classroom. It is aimed at imparting the same knowledge and skills referred to earlier. The methodology requires active participation of the students and takes their individual differences into account. The learning environment is left to the teacher.

Evaluation

All diagnostic and evaluative measures necessary are supplied with the program, including the student's output and criterion tests.

Overall Comments

The analysts found the content of instruction related to the critically important objectives throughout the books. They feel the scope is just adequate. Methodology and evaluation were also considered adequate.

It was felt by the analysts that the material was not presented in an interesting way. They feel there is too much writing on each page. They also feel there is a definite shortage of interesting activities to keep the program alive.

Skills in Spelling was rated 5 and 6 on a scale of 1 (low) to 19 (high).

BASIC GOALS IN SPELLING, by William Kottmeyer and Audrey Claus

McGraw Hill Book Company
Webster Division

Adopted materials:

Publisher's price:

(Multi-graded 1-6)	Level 2	$2.73 t.e.	$3.30 w.b.	$1.35 t.e.	$1.80
	Level 3	2.73 t.e.	3.30 w.b.	1.35 t.e.	1.80
	Level 4	2.73 t.e.	3.30 w.b.	1.35 t.e.	1.80
	Level 5	2.73 t.e.	3.30 w.b.	1.35 t.e.	1.80
	Level 6	2.73 t.e.	3.30 w.b.	1.35 t.e.	1.80
Grade 8	Level 7	2.73 t.e.	3.30 w.b.	1.35 t.e.	1.80
	Level 8	2.73 t.e.	3.30 w.b.	1.35 t.e.	1.80
	Student Workbook for each above level; also Level 1	1.26 t.e.	1.80		

BASIC GOALS IN SPELLING, WEBSTERMASTER

Adopted materials:

(Multi-graded 1-6)	Level 1	$12.50
	Level 2	12.50
	Level 3	12.50
	Level 4	12.50
	Level 5	12.50
	Level 6	12.50

BASIC GOALS IN SPELLING, FILMSTRIPS -- NOT MADE AVAILABLE FOR EVALUATION

Adopted materials:

(Multi-graded 1-6)	Level 1	$40.00
	Level 2	45.00
	Level 3	45.00
	Level 4	45.00
	Level 5	45.00
	Level 6	45.00
Gr. 8	Level 7	45.00
	Level 8	45.00

Copyright Date: Books, 1972; Webstermasters 1966 and 1970

Curriculum Role: Spelling

Publisher's Grade Level: Books 1-8; Webstermasters 1-6; Filmstrips: 1-8

Student Audience: Slow, Average, Gifted

Instructional Approach: Spelling Patterns

Emphasis: Spelling Generalizations

Related Materials: Vowel and consonant charts/Thorndike-Barnhart Dictionaries

General Description

Basic Goals in Spelling was originated by Dr. William Kottmeyer. The third and fourth editions are co-authored by Audrey Claus, an elementary supervisor. Their rationale is that spelling power is based upon applying previously learned generalizations.

For levels 2-8, there are hardbound and workbook editions available, but Level I is only published in workbook form. The primary levels promote linguistic skills, learning generalizations inductively, dictionary skills, proofreading, using words in context, and review.

Levels 4-8 stress spelling by analogy, dictionary skills, learning generalizations inductively, proofreading, handwriting, language enrichment, review, and testing by dictation sentences. More material is presented in the hardbound texts.

The Webstermasters are boxed sets of duplicating masters for levels 1-6. Each set contains two sheets of activities for each of the thirty regular units in the texts which extend and reinforce the generalizations taught and are useful for providing individualized work.

For levels 1-8 there are boxed filmstrips, six for each level. Each filmstrip corresponds to and expands the review units. In full color, they have a sequential arrangement of a question frame followed by an answer frame. They were not available for analysis.

The spiral-bound teacher's guide for the hardbound books have reduced student pages with teacher suggestions printed on the bottom and answers on the sides. The format is similar for guides accompanying the workbooks, but they are bound like the workbooks. For the Webstermasters, the guides in each set contain teaching suggestions and an answer key. Teaching guides are available for the filmstrips and include teaching notes plus a reproduction of the answer frames.

Product Usableness

All aspects of discrimination were carefully avoided. The material was found to be accurate. Care in editing, clarity of presentation, grammar, and economy of language were rated high. Prose style and paper quality were judged average. For the primary levels, the analysts gave very good marks for interest, but an average rating for levels 4-8. Binding was deemed high for the hardbound texts, but poor for the workbooks. Because color selections are too similar for easy distinguishability of levels, and the number coding is not helpful, all aspects of labeling were given low ratings. Price justifiability is quite good.

Preparation time is at a minimum. No more than fifteen minutes per lesson is needed.

Goals and Objectives

The goals are narrow and specified as the development of pupil spelling power and the presentation of generalizations which move from the familiar and simple spelling patterns to more complex ones. The first year spelling program is designed to meet the needs of young children and to offer them a program of auditory and visual acuity while helping them form manuscript letters.

Objectives specify the type of behavior expected, the conditions under which they will occur, and the level of performance expected. Teacher and materials selected objectives are: 1) to observe similarities of sound and spelling and thereby formulate generalizations; 2) to teach proofreading; 3) to stimulate story writing from a particular word list and a series of pictures; 4) to correctly spell word lists and words in context; 5) to make structural changes according to a regular pattern; 6) to use and understand a Thorndike-Barnhart dictionary. The objectives of the Webstermasters are to extend learnings and to individualize the program. The filmstrips are to help the process of review.

Basic, middle and advanced levels of complexity for acquiring verbal, spelling, cognitive, social, and perceptual-motor skills are the basis of the goals and objectives.

The program utilizes didactic, discovery, inquiry, and experiential approaches to goals which can be pursued in open and/or individualized classrooms in connection with readiness determinations.

Scope and Sequence

Coverage overall is broad and flexible with considerable detail. Single units reflect content of the total series. The scope, as specified, reflects current societal interests along with the need for broad behavioral patterns. The basis is the acquisition of verbal, spelling and cognitive skills from a basic to an advanced level of complexity; social and perceptual-motor skills on a basic level.

Sequential development overall and for each level is specified by the producer and is founded upon the developmental aspect of learning, progressing from simple to complex concepts. With the exception of levels 7 and 8, entry points and order of presentation are the same for all students. Levels 7 and 8 are differentiated according to individual characteristics with the teacher making options of variable entry points and routes. Both interrelationships between spelling generalizations and frameworks of key concepts are the foundation of the sequence.

Methodology

The delineated methodology includes element of didacticism, discovery, inquiry, and experiential education. The approaches emphasize spelling, cognitive skills, from basic to advanced complexity and perceptual-motor skills from basic to middle. Methods are useful in most instructional management situations.

There is some differentiation among students with the inclusion of extra words for good spellers. The time for completing the material is fixed with pacing mainly decided by the teacher.

Evaluation

For levels 7 and 8, diagnostic measures are supplied with the series, but for all other levels, diagnosis is left to the user. Prescriptive tests on levels 7 and 8 consist of word lists. Evaluative measures for levels 4-8 are dictation sentences printed in the teacher's manuals. Evaluation of progress through the primary levels is left up to the user. The schedule of feedback to the principal users depends upon the type of classroom and the teacher. Dictation procedures test verbal, spelling, cognitive, and perceptual-motor skills and knowledges from basic to advanced levels.

Overall Comment

Both analysts found that the scope is concentrated on information leading toward the goals, and that the methodology was especially appropriate. Interest for students was judged adequate, and evaluative measures were thought to be measures of some aspects of the intended goals and of the content.

One analyst states that the primary level is more attractive in format than earlier editions and presents more suitable lessons, but notes that while the critical objectives are well suited to the needs of each level, the material only touches on these objectives.

Both analysts felt there are not enough provisions for the slow learner and too little for the gifted. In their opinion more diagnostic measures are needed. As a program, they recommend its use for average students. They question why hard-bound books contain more material than the workbooks.

Both analysts rated Basic Goals in Spelling 9 on a scale of 1 (low) to 19 (high).

BETTER HANDWRITING FOR YOU,
by J. Kendrick Noble

Noble and Noble, Publishers, Inc.

Adopted materials:		Publisher's price:		Alt. noncon.eds.	
Gr. 1	Book 1	$.84	t.e. $1.50	$.69	t.e. $1.50
Gr. 2	Book 2	.69	t.e. 1.50	.69	t.e. 1.50
Gr. 3	Book 3	.69	t.e. 1.50	.69	t.e. 1.50
Gr. 4	Book 4	.57	t.e. 1.50		
Gr. 5	Books 5-8		t.e. 1.50 each		

Not Adopted:

BETTER HANDWRITING FOR YOU	Books 5-8 Texts	.57

Copyright: I and II - 1967, III and IV - 1966

Curriculum Role: Handwriting

Publisher's Grade Level: 1-5 (grades 6-8 not adopted)

Student Audience: Not specified

Instructional Approach: Handwriting

Emphasis: Handwriting

Related Materials: Also available from the producer, though not adopted, are: Alphabet Wall Charts, Cursive Alphabet Cards, the Alphabet Seat Chart and Record, Nobles Handwriting Scale, the Handwriting Demon Card, the Visible Plastic Letter Guide, the Plastic Overlay for Checking Slant, the Handwriting Course for Correcting Handwriting Demons (a long-playing record), Overhead Projector Transparencies for Handwriting Demons, and a Filmstrip Aid for Handwriting.

General Description

This is a series of softbound handwriting text books for grades 1-8. The regular edition makes the transition from manuscript to cursive in the third grade, but an alternate edition of grades 2 and 3 is provided for those wishing to make this transition in the second grade. In both editions, two sizes are available for grades 1, 2, and 3 workbooks or nonconsumable books. Altogether, fifteen books are available, with a Teacher's Edition for each.

Each book in the series is planned for a school year of thirty-six weeks, divided into six six-week periods of work. It is suggested that each day's work be divided into two periods of 10-12 minutes each.

The author's rationale is that the primary purpose of modern instruction in handwriting is to enable the pupil to write legibly.

Product Usableness

The content of this series is accurate, fair, and shows no tendency to foster stereotyped thinking as regards to sex, race, ethnic groups, etc. Except for the binding (the books are held together with two staples), technical qualities were considered from average to good. The price was considered reasonable.

Goals and Objectives

The stated goal is to provide a sequential program of handwriting instruction that begins with readiness for manuscript writing and ends with the mastery of cursive writing.

Each Teacher's Edition has a paragraph for each grade level, giving general objectives for those grades. General objectives for a specific grade level are then given in six-week blocks. Specific objectives for each lesson are given at the beginning of the lesson.

BETTER HANDWRITING FOR YOU,
by J. Kendrick Noble

Noble and Noble, Publishers, Inc.

(continued)

Goals and objectives emphasize subject and perceptual-motor skills at a middle level and cognitive skills at a basic level, using a didactic approach in any type of classroom.

Scope and Sequence

The scope can be found in the overview for each grade level, in the Teacher's Edition page T3-T5. Reflecting the same skills as previously stated, the coverage is narrow, in depth, and flexible.

The sequence spirals from simple to complex concepts, in a developmental order. Entry and progression are the same for all students, determined by the teacher. Although individual progress is mentioned in the Teacher's Edition, allowances must be made by the teacher as nothing is provided.

Methodology

The methodology is clearly specified in the outline of the year's work and in the daily lessons, using a didactic or experiential approach in a traditional classroom. Skills and knowledges are to be learned at the same levels as stated--verbal and perceptual-motor at middle, and cognitive at basic. Students must participate actively, all in the same way. Individual student differences are suggested but not provided for.

Evaluation

Pre and post tests are provided in the beginning of texts 3-8. Students are encouraged to evaluate their own progress, as well as having teacher observation. Student progress charts are in the back of books 3-8.

Overall Comments

The analysts felt that this program would be effective in grades 1-5, but not for older students unless they had handwriting problems. The author states that provisions for individual differences are included, but the analysts could not find them.

Better Handwriting For You was rated 9 on a scale of 1 (low) to 19 (high).

SPELL/WRITE Series, by Everett V. O'Rourke Noble and Noble, Publishers, Inc.

Adopted materials:		Publisher's price:	
(Multi-graded 1-6) Hardbound	Level 2 Blue	$2.55	t.e. $2.04
	Level 3 Red	2.55	t.e. 2.04
	Level 4 Dark Green	2.55	t.e. 2.04
	Level 5 Yellow	2.55	t.e. 2.04
	Level 6 Brown	2.55	t.e. 2.04
Gr. 8	Level 7 Light Green	2.70	t.e. 2.04
	Level 8 Purple	2.70	t.e. 2.04
Softbound	Level 1 Orange	1.74	t.e. 1.95
	Level 2 Blue	1.74	t.e. 2.04
	Special Transition Ed.	no price available	
	Level 3 Red	1.74	t.e. 2.04
	Level 4 Dark Green	1.74	t.e. 2.04
	Level 5 Yellow	1.74	t.e. 2.04
	Level 6 Brown	1.74	t.e. 2.04
Gr. 8	Level 7 Light Green	1.74	t.e. 2.04
	Level 8 Purple	1.74	t.e. 2.04

Copyright: 1973, 1971 - diagnostic and mastery tests 1974, handwriting letter forms 1968, 1967, 1966

Curriculum Role: Handwriting-Spelling Workbook Text

Publisher's Grade Level: K-8

Student Audience: Average, gifted

Instructional Approach: Spelling Patterns, Handwriting

Emphasis: Spelling, Handwriting

Related Materials: Extensive related materials are suggested and described with specificity

General Description

Spell/Write consists of a series of eight softcover consumable books, or seven hardcover books, each with a Teacher's Edition. Also available, though not adopted by the state, are Diagnostic and Mastery Tests. The author's rationale is that learning to spell must include learning to write those words the child needs for written communication. The pupils are guided in discovering the spelling combinations that occur with high frequency in English words, and are given a workable strategy for encountering new words on their own.

The program is organized into five-day units: (1) games or visual activities to introduce graphemes, (2) developmental activities, (3) handwriting, (4) unit quiz, (5) track pupils according to their needs, as shown on the quiz--Look Again or Look Ahead.

Product Usableness

The analysts felt that this series was accurate, with fairness or stereotyping of sex, race, ethnic group, etc., not a consideration. Technical quality was considered average, with the exception of economy of language, which was poor. (The directions and activities are very "wordy" and complex and may be difficult for slow students to follow or be excited about.)

It was felt that a teacher would need considerable study and preparation time as there are many departures from the traditional presentation of spelling activities. The price was felt to be good and comparable to similar programs.

Goals and Objectives

The ultimate goal of the spelling program is to enable each child to represent the spoken word in the generally accepted written code, not only correctly but also as automatically as possible. In order to do this, the program uses a multi-sensory approach--communication skills involve listening, speaking, reading, writing, and spelling.

The objectives, also, are fully stated, and are fixed. They may be found in the Teacher's Edition in each lesson. The broad objectives for the total program may be found listed (with information about where and when it is taught) in the publisher's brochure "Criteria for Evaluating Instructional Materials for Spelling and Handwriting," pages 1-3.

Goals and objectives emphasize the verbal, subject, and cognitive skills at an advanced level of complexity, and perceptual-motor skills at a middle level. They reflect a didactic approach to learning.

Scope and Sequence

The scope of this program is to learn the skills and knowledges at the levels mentioned in Goals and Objectives. Coverage is broad, in depth, and flexible.

The sequence is specified, in a developmental progression from simple to complex concepts. Diagnostic tests to determine the entry point are not necessary and are left to the discretion of the teacher. Progression is left to the teacher, dependent on mastery of one unit before proceeding.

Methodology

The program is organized into five-day units, as stated in General Description. The Teacher's Edition gives many supplementary activities, ideas of how to present materials, quizzes, etc. Students participate actively, learning verbal, subject, and cognitive skills at an advanced level and perceptual-motor skills at a middle level. Students work in a "closed" environment, all learning the same thing at the same rate.

Evaluation

Diagnostic tests are available separately. Evaluative measures are given for weekly units, with four Review Units at longer intervals. These measure skills and knowledge, on the same levels already mentioned.

Overall Comments

The analysts felt that this is a high-powered challenging program for able students, especially for the upper grades where complex challenges are presented to students with equally complex directions. In the lower grades the program uses routine spelling and handwriting activities. The series as a whole demands a good reader, especially for independent usage. Some of the greatest assets of the series are the alphabetical word lists and the complete dictionary section for words covered in the year's program.

Spell/Write was rated 12 and 10 on a scale of 1 (low) to 19 (high).

PALMER METHOD-WE LEARN AND WRITE SERIES, A. N. Palmer Company
by Dr. Fred M. King

Adopted materials:		Publisher's price:	
Multi-Graded 1-6	Writing Readiness	$.75	
	Manuscript Writing Gr. 1	.84	t.e. $1.50
	Manuscript Writing Gr. 2	.84	t.e. 1.50
	Transition Book (Manuscript to Cursive)	.84	t.e. 1.50
	Cursive Writing Transition	.75	t.e. 1.50
	Cursive Writing	.65	t.e. 1.50
	Cursive Writing	.65	t.e. 1.50
	Cursive Writing	.65	t.e. 1.50

Teachers edition and manuals free upon request on the basis of 1 for each 25 pupil texts.

Copyright: 1972

Curriculum Role: Multi-graded Handwriting Program

Publisher's Grade Level: 1-6

Student Audience: Average, gifted, slow

Instructional Approach: Traditional

Emphasis: Manuscript and Cursive Handwriting

Related Materials: The Handwriting Guide including cursive and manuscript evaluation and diagnostic charts plus scope and sequence charts for each level

General Description

Written by Dr. Fred M. King, instructional director of the Rochester, Minnesota Schools, the Palmer Method--We Learn and Write Series is an update of a functional program of handwriting instruction that began over eighty years ago under the direction of Austin N. Palmer.

The series consists of eight consumable workbooks plus a paperbound Teacher's Edition for each level. The first level is Writing Readiness. The next two levels teach manuscript writing. The fourth workbook is a transition book between manuscript and cursive writing, while the fifth emphasizes cursive transition. The last three levels teach cursive handwriting while maintaining manuscript skills.

Teacher's editions have reduced student pages with specific directions for each day of instruction printed on the same page. Lessons are each presented in three parts; directed lesson, writing practice, and review.

The producers of the program have presented it to educators in the hope it will inspire teachers and pupils to greater efforts in the teaching and learning of handwriting, one of the three most important skill subjects.

Product Usableness

The analysts found that, although there is no obvious sex discrimination, the series mildly reflects bias. Illustrations portray only white, middle class students. The analysts felt the illustrations were not of high interest to students, particularly in the upper levels. All other technical qualities were rated average.

In the opinion of the analysts, lessons would take more than a half-hour preparation before each class lesson. All in-service training needs of teachers are provided for through the organization of the teacher's editions.

Goals and Objectives
In the Foreward of the teacher's editions are found four general goals: (1) the need for an introduction to handwriting early in the child's school life; (2) a more systematic approach to presenting handwriting skills; (3) updating curricular programs; and (4) an awareness on the part of educators of the need to teach handwriting.

Objectives are implied from the format of the lesson and instructions to the teacher. Also, some are found on TE2 under "Major Concepts and Characteristics of the Palmer Method Handwriting Series." To present letters as they appear in words, to present letters and combinations of letters according to difficulty of formation, and to systematically develop complex motor and perceptual skills are some examples.

Goals and objectives spiral from a basic complexity of verbal knowledge, subject matter, cognitive and perceptual-motor skills to a middle complexity.

Scope and Sequence
Separate scope and sequence charts for both manuscript and cursive development are available from the publisher.

The scope reflects both the need for broad behavioral patterns and current societal interest in improvement of handwriting. The basis is the acquisition of subject skills, cognitive skills, and perceptual-motor skills at a middle level of complexity and verbal knowledge at a basic level. The coverage is broad with considerable detail. Each student is presented with the same material.

Sequencing is founded on a developmental view of learning and progresses from simple to more complex skills. Entry points and routes for each level is the same for all students.

Methodology
The methodology, as specified by the developer, can be labeled didactic. It could be effective in either an open or a traditional classroom. There is no provision for branching or recycling. Since the program stresses directed teaching, the only provison for individual differences is the amount of time given for writing assisgnments. Pacing of the students is primarily done by the materials and the teacher.

Evaluation
Diagnostic techniques to show prior mastery of objectives and to show appropriate entry point into the overall series is left entirely to the user.

A complete and continuous program of evaluation is provided for pupil and teacher in each text with supplementary evaluation aid supplied in the teacher's edition. Evaluation is a daily occurance with both student and teacher making judgments about the quality of the work and location of strengths and weaknesses. The stress is on legibility and positioning. Self-evaluation is encouraged to create a self-felt need for practice.

Overall Comments
The scope of the content seems to be well-matched to the attainment of the goals and objectives, while the methodology is quite satisfactory. The analysts found that the evaluation procedures are excellent measures of the important objectives. They commented that this is an adequate program for the teaching of handwriting because it is consumable, allowing students to use the book as text, reference and workbook. It was felt important that this series maintained manuscript skills as well as developed cursive skills.

The author views handwriting as a vocational tool necessary to the success and well-being of the child and adult. They have presented an orderly routine to accomplish that end.

We Learn and Write Series was rated 12 and 14 on a scale of 1 (low) to 19 (high).

WORDS AND PATTERNS, by Katherine M. Day
and Patricia C. Lightbody

Science Research Associates, Inc.

Adopted materials:		Publishers Price:	
Multi-graded 1-6	LEVEL R (consumable)	1.02	t.e. 1.60
	LEVEL A	1.33	t.e. 2.53
	LEVEL B	1.33	t.e. 2.53
	LEVEL C	1.33	t.e. 2.53
	LEVEL D	1.33	t.e. 2.53
	LEVEL E	1.33	t.e. 2.53
	LEVEL A (casebound)	2.53	t.e. 2.53
	LEVEL B	2.53	t.e. 2.53
	LEVEL C	2.53	t.e. 2.53
	LEVEL D	2.53	t.e. 2.53
	LEVEL E	2.53	t.e. 2.53
Not adopted:			
	Vowel sound chart	.25	
	Specimen Set (consumable)	22.00	
	Specimen Set (casebound)	28.00	
Adopted materials:		Publishers Price:	
Gr. 7	WORD STUDY BOOK 1 (consumable)	1.33	t.e. 2.53
	BOOK 2	1.33	t.e. 2.53
	WORD STUDY BOOK 1 (casebound)	2.53	t.e. 2.53
	BOOK 2	2.53	t.e. 2.53

Copyright: Words and Patterns, Levels A-E, 1970; Level R, 1971; Word Study I and II, 1972

Curriculum Role: Spelling

Publisher's Grade Level: 1-8

Student Audience: Slow, average, gifted

Instructional Approach: Programmed Instruction

Emphasis: Spelling Patterns

Related Materials: Additional Projects and Extra Practice as described in text/Enrichment exercises for exceptional spellers

General Description

The Words and Patterns program was originally developed at the Hawken School in Cleveland, Ohio by this school's former Directors of the Reading and Spelling Program, Katherine M. Day and Patricia C. Lightbody. Word Study books were prepared in cooperation with Paideia, Inc. The linguistic consultant for both projects was Richard L. Venezky, Associate Chairman, Computer Sciences Department of the University of Wisconsin.

Developed by Science Research Associates, this is multi-graded, programmed instruction with the exception of level R which is a readiness text. Levels A-E have the answers printed under each exercise. Word Study books have the answers printed on the side of the following page.

Through research tabulated by a computer, patterns underlying the encoding of English were derived and have been incorporated into the spelling program. Three approaches are used: (1) words learned through regular spelling patterns, (2) words learned through pattern association, (3) words learned by sight. Student pages are color coded to show them which approach is called for: green pages mean words are spelled in a regular way; yellow background suggests cautious because there is at least one other common spelling for this word; and red recommends sight learning.

All books with the exception of level R are available in both consumable and hardbound copies; level R is paper backed only. Soft cover spiral teacher's editions accompany each text and are different for hardbound and softbound editions. Teacher's editions have reproductions of student pages with background, suggestions, additional projects, and weekly tests.

Product Usableness

In the opinion of the analysts, the material is primarily accurate, but it is inaccurate in a few easily corrected details. Sample answers in student's text are a hand printed, non-standard manuscript. It was felt it would be better to use standard manuscript or cursive as a model for students. Some pictures which call for pupil response are unclear.

Throughout the series the analysts found that all areas of discrimination were carefully avoided.

An average rating was given to technical qualities such as binding, paper quality, care in editing, prose style, grammar, and economy of language. The analysts remarked that the illustrations were sparse in the high levels and were not of high quality.

Price comparison with other spelling series show Words and Patterns to be a little high.

Analysts assessed preparation time as about a half hour before each class lesson and a good overview of the program before initiating it into the classroom.

Goals and Objectives

The program expects that students will spell several thousand words on the word lists, and that many of them will gain an understanding of word patterns that can be transferred to thousands of additional words. The Word Study books I and II (grades 7 and 8) place greater emphasis on other aspects of English and the language arts than do the earlier series.

Objectives for each lesson are stated under the title, "Purpose," in the teacher's editions of the Words and Patterns books. Since the Word Study texts are designed to be used completely independently, objectives are implied by the nature of the lesson.

The overall objectives were described above under "General Description": (1) to teach regular spelling patterns, (2) to teach variable patterns for the same word, and (3) to teach sight words.

For this series, goals and objectives stress verbal knowledge, spelling skills, and cognitive skills which spiral from basic to advanced levels of complexity. They concern use of materials in an open classroom and would be effective in an individual prescriptive situation.

Scope and Sequence

The scope for the program is flexible with a broad, in depth coverage. The content, beginning with a basic level of verbal knowledge, subject matter, and cognitive skills, moves through middle levels to advanced levels of complexity. Coverage within units reflect overall coverage.

Sequencing is specified by the developer and depends upon readiness factors. Order of presentation depends upon a developmental view of learning. Moving from simple to complex concepts, material is programmed. Interrelationships in the subject and programming determine the progression through the sequence which is the same for all students. There are provisions for recycling until a learning takes place.

Methodology

Because this is programmed instruction, the methodology is specified by the product. The methodology would be useful in several instructional management situations such as open classrooms, individual prescriptions, developmental classroom, and in traditional classrooms.

As do both the goals and the scope, the methodology works from basic complexity levels through advanced.

Both the teacher and the product determine the choice of activities for Words and Patterns. These choices are made by the student and the materials for Word Study. Pacing is primarily determined by the materials although the teacher may supplement or curtail it. Individual differences are taken into account. The learning environment is left entirely to the user.

Evaluation

Criterion tests are provided on each level as diagnostic tools to show prior mastery of objectives except for level R where the entry level is the ability to read.

Being programmed, evaluation of daily work gives immediate feedback to the student. Weekly tests to evaluate segments of instruction are supplied in the teacher's editions. These tests may be expanded or curtailed according to the abilities of the student and suggest recycling activities if needed. The criterion tests and the check of daily activities measure verbal, subject, and cognitive skills from a basic to an advanced level.

Overall Comment

On all levels the content seems to be concentrated on information relative to the accomplishment of the goals and objectives. The evaluation procedures appear to be excellent, and the methodology quite satisfactory.

According to the analysts, the teacher's editions clearly define the program with suggestions on varied approaches. Every lesson is clearly outlined as to procedure and expectation of students.

The analysts feel that whether this is an effective tool for learning will depend entirely upon the classroom teacher. It has opportunities for individualization, but unless the teacher is aware of the possibilities of looking at and copying the answers by unmotivated students, the series would not work. There is a suggestion that levels A-E could place answers on the following page as is done in the Word Study texts.

Words and Patterns and Word Study I and II was rated 8 and 10 on a scale of 1 (low) to 19 (high).

SPELLING OUR LANGUAGE, by Marion Monroe, et al Scott, Foresman and Company

Adopted materials:		Publisher's price:	
(Multi-graded 1-6) hardbound	Book 1	1.80	
	Book 2	2.22	
	Book 3	2.31	t.e. 1.32
	Book 4	2.37	t.e. 1.41
	Book 5	2.37	t.e. 1.41
	Book 6	2.37	t.e. 1.41
Gr. 8	Book 7	2.37	t.e. 1.41
	Book 8	2.37	t.e. 1.41
(Multi-graded 1-6) softbound	Book 1	.96	t.e. .96
	Book 2	1.26	t.e. 1.26
	Book 3	1.32	t.e. 1.32
	Book 4	1.41	t.e. 1.41
	Book 5	1.41	t.e. 1.41
	Book 6	1.41	t.e. 1.41
Gr. 8	Book 7	1.41	t.e. 1.41
	Book 8	1.41	t.e. 1.41

Not adopted:

Acetate sheets Book 1	6.00	Proofchecker	9.90
Acetate sheets Book 2	6.00	Proofchecker	9.90
Acetate sheets Book 3	6.00	Proofchecker	9.90
Acetate sheets Book 4	6.00	Proofchecker	9.00

Copyright: Original 1969 - Reprint 1973

Curriculum Role: Spelling

Publisher's Grade Level: 1-8

Student Audience: Slow, average, and gifted

Instructional Approach: Language experience, Spelling patterns

Emphasis: Spelling patterns

Related Materials: A limited number are suggested and supplied by the producer

General Description

Marion Monroe, et al, developed this series with the specified rationale that, "Wanting to write creates a need to spell." The product contains a clearly described task analysis. The series is available in paperback as well as hardbound books. There are acetate sheets for Books 1-4 (not adopted) to enable children to write directly in the hardbound books. Also available (not adopted) are acetate Proofcheckers which a child places over his writing, letter by letter, enabling him to compare each letter he has written with the model on the Proofchecker.

Product Usableness

The analysts found the content to be accurate throughout, with two exceptions as follows: page 45 Book I, grammar should be "were" (not are) and page 63 Book I, grammar should be "may" (not can).

The illustrations are done as silhouettes, therefore reflect no bias with racial, religious, sex, or ethnic characteristics. The analysts find the interest for the target area to be average, while other technical qualities are all rated high, such as, care in editing, clarity of presentation, prose style, grammar, economy of language, paper quality, illustrations, binding, distinguishability of parts, and labeling. The printing is especially good and the price is reasonable. The only photographs are in the glossaries and they are of very good quality. The producer does not specify any training is needed to use the material, in fact, the books for 3-8 are written so students could use the books independently with little if any teacher direction.

Goals and Objectives

The goals are specified and are general in nature. 1) To develop the concept that correct spelling is one of the essential skills in written communication. 2) To develop an ever increasing basic spelling vocabulary for immediate use in written expression from lower to higher grade levels. 3) To develop the ability to identify and use the spelling patterns of English. 4) To develop the realization that good spelling is a mark of consideration to one's readers and a sign of intellectual and social competence. 5) To develop the concept of the relationship between handwriting and spelling, and the responsibility of the writer to master both skills. A correctly spelled word that is written illegibly does not usually communicate. 6) To develop increasing competence in the use of a dictionary, glossary or thesaurus as sources for the spellings, pronunciations and meanings of words thereby adding words continuously to spelling vocabularies, as well as to listening, speaking and reading vocabularies.

The objectives are also specified and explain the type of behavior expected and the conditions under which they will appear. 1) To teach basic reading lists of words used frequently by children in writing. 2) To encourage a personal spelling list of student's own problem words. 3) To teach spelling patterns. 4) To teach spelling demons. These objectives are listed in each teacher's manual, grades 3-8.

The goals and objectives of Spelling Our Language reflect the need to acquire cognitive skills and subject skills at the basic and middle complexity levels, with verbal skills, social skills, affective skills, and perceptual-motor skills at the basic complexity level. The goals and objectives concern use of the materials in an open classroom, in connection with readiness determinations, and in the traditional classroom using a didactic approach, a discovery approach or an experiential approach to learning.

Scope and Sequence

The Scope is broad, in depth and fixed (each student is presented with the same material). It reflects the need to acquire subject skills, cognitive skills, and valuing at the basic and middle levels of complexity, while verbal skills and perceptual-motor skills are at the basic complexity levels.

The overall sequence is specified, as it is within units or sections. The sequences is developmental and a progression from simple to complex concepts. The entry point in the overall sequence is differentiated according to student abilities, but the same for all students within units or sections.

Methodology

The methodology is specified as the "Five L's": Look; picture the word in your mind. Listen; say it, think which sounds come first, second, last, repeat letters one by one. Link; count the sounds, count the letters, how many letters spell each sound. Locate; find parts of the word which might be hard to remember in spelling, draw a line under them. Learn; spell, cover it, write it.

The methodology can be labeled didactic and experiential, and is useful in an open classroom, student developmental status and traditional classroom. Emphasis is on subject skills and cognitive skills at the basic and middle complexity levels, with verbal skills, valuing, and perceptual-motor skills at the basic level.

The methodology requires both active and passive participation of the student, takes into account student differences, is presented as one medium (printed material), is designed to be completed in a fixed time (one year) and allows for branching and recycling until students master the concepts.

Evaluation

No diagnostic measures are included in the product. Evaluative measures for units and to determine mastery of the complete product are built in as criterion tests for use by both the teacher and student. The evaluations reflect subject skills at the basic and middle complexity levels, verbal skills, cognitive skills and perceptual-motor skills at the basic level of complexity.

Each book is carefully designed to fit the critical objectives throughout. The evaluations test spelling patterns as well as words.

Overall Comments

The analysts felt this was a highly effective series for teaching spelling patterns. The most effective design element is the scope and sequence. The lessons are clearly written for the student. Levels 3-8 could easily be individualized because each lesson is fully explained on the student's level. The teacher's manual of level 3 - page 19 - states that students will eventually do the pages without assistance. If the students are carefully placed according to reading level, there would be no difficulty in individualizing the program.

All tests are in the book for levels 3-8. Level 3 tests stress patterns; the emphasis for levels 4-8 is spelling dictionary respellings correctly. Words are written in context, not just "word lists." Each book starts with a review of important earlier concepts. This material should be carefully taught to the group. Page 4 of each teacher's manual (A Few Words for the Teacher) suggests going slowly if the program is new to the students.

Each book has a reference section in the back giving spelling rules, how to spell vowel and consonant sounds, and how to add suffixes and prefixes. For the student they make the distinction between sounds, /ī/, and spelling i, y, ie, ye, and igh. The reference section contains a spelling table giving symbols for sounds and their various spellings. Each book for levels 4-6 has a glossary with excellent pictures and sketches for some words. It resembles a small dictionary, rather than the usual dull glossary.

Evaluation measures test several lessons at a time (there is not one for each lesson). There is a final review followed by a final test. Levels 7-8 have half-year tests in addition to the other tests. Etymology is sprinkled throughout books 4-6. The second-half of levels 7-8 gives extended lessons about etymology.

This is a product which presents systematically and efficiently what is needed at each level for students to attain proficiency and security in written communication. The needs of the children are understood at each level and management of the material meets these needs with clarity and efficiency.

Both analysts rated Spelling Our Language 18 on a 1 (low) to 19 (high) scale.

WRITING OUR LANGUAGE, by Marion Monroe, et al Scott, Foresman and Company

Adopted materials:		Publisher's Price:	
Multi-graded	Book 1	.87	t.e. .87
1-6	Book 2	.87	t.e. .87
	Transition Book	.87	t.e. .87
	Book 3	.78	t.e. .78
	Book 4	.78	t.e. .78
	Book 5	.78	t.e. .78
	Book 6	.78	t.e. .78
Gr. 8	Book 7	.78	t.e. .78
	Book 8	.78	t.e. .78
Gr. 2	Proofchecker Book 1		9.90
	Proofchecker Book 2		9.90
	Proofchecker Transition Book		9.90
	Proofcheckers Not Made Available for Evaluation		
Not adopted:			
	Overhead Visuals, Books 1, 2, 3, Transition Book		10.80
	Proofchecker Book 4		9.90

Copyright: 1973

Curriculum Role: Handwriting

Publisher's Grade Level: 1-6

Student Audience: Not specified

Instructional Approach: Didactic, Experiential

Emphasis: Manuscript and Cursive Writing

Related Materials: None specified

General Description

This multi-graded series of paperback handwriting books was written by Marion Monroe, et al, with the specified rationale as follows: "Because handwriting, along with spelling, is a tool of written expression, Writing Our Language contributes directly to a child's performance in written communication." The rationale for the development of the product is to impart a particular view of a subject matter, meet a certain societal need, apply a particular instructional approach, and to supply material for use in a system or management situation.

Product Usableness

The analysts found the content to be accurate. Racial, religious, sex or ethnic discrimination was carefully avoided. The technical qualities that were rated high were care in editing, economy of language, and completeness and clarity of labels. Rated average were prose style, grammar, paper and printing quality, and the price. The binding was rated low as was the clarity of presentation due to the fact that more directions for teaching cursive writing were needed, especially for letters a, b, d, g, p, and q. The author did not specify training for the teacher but the analysts felt "proper" training was necessary to teach handwriting correctly.

Goals and Objectives

The goals are general and specified in the product as follows: (1) To develop the concept that legible handwriting is one of the essential skills in written communication. (2) To develop specific motor skills sequentially. (3) Develop realization that legible handwriting is a mark of consideration for ones' readers. (4) Develop the concept of mutual relationship between handwriting and spelling. (5) To master and maintain the skills of manuscript and cursive writing at appropriate grade levels.

The objectives are also specified and fixed (same results for all learners) as follows:

(1) To take proper position for comfortable writing in sitting, placement of paper, and holding of pencil. (2) To trace with a pencil shaded letters, words, and sentences. (3) To develop ability in size, stroke, alignment, space and starting point. (4) To write the numerals 1-10. (5) To reduce the size of manuscript. (6) To maintain, reinforce and advance skills taught. (7) To identify differences in manuscript and cursive writing. (8) To join cursive letters in legible handwriting. (9) To increase facility in using cursive writing without sacrificing legibility for speed. (10) To increase speed and improve legibility through self-evaluation and proof reading. Goals and objectives are specified on page VIII of each teacher's manual.

The goals and objectives emphasize subject skills and perceptual-motor skills at the basic, middle, and advanced complexity levels, with verbal skills, cognitive skills, social skills, affective skills and valuing at the basic complexity levels. The goals and objectives reflect a didactic and experiential approach, usable in an open classroom and in connection with readiness determinations.

Scope and Sequence

The scope of this series is specified and reflects the need for broad behavioral patterns and current societal interests. Its main emphasis in knowledge and skills is subject and cognitive skills at the basic, middle and advanced complexity levels, with verbal skills, social skills, affective skills and valuing at the basic levels.

The coverage in the product overall is broad, cursory and fixed (each student is presented with the same material). Two different styles of handwriting are presented, manuscript in grades 1-2 and cursive in grades 3-6, with each letter that is presented getting the same treatment throughout.

The overall sequence and sequencing within sections is specified by the producer and based on a developmental view of learning, progression from simple to complex concepts, figure-ground configurations, and a mode of "errorless discrimination." Although entry point into the sequencing is the same for all students, progression differs according to student characteristics.

Methodology

The specified methodology can be labeled didactic and experiential, useful in an open classroom, individual prescription, student developmental status, and/or traditional classroom. Emphasis is on the same knowledge and skills as in Scope and Sequence. The methodology requires active participation, allows for individual differences, is limited to one medium (print), and the teacher determines the pacing of students through the material.

Evaluation

Evaluative measures are described to assist the teacher in his judgments of improvement with emphasis on the same knowledges and skills as mentioned in Scope and Sequence. The objectives appeared congruent throughout the series.

Overall Comments

The analysts felt the product met the objective but they had some concerns about testing for speed with legibility, and the teaching of letters a, b, d, g, p, and q without a continuous motion, making transition from manuscript to cursive difficult. They also felt there was a need for more directions for teaching the letters mentioned. The analysts felt it was one of the better handwriting programs available.

Both analysts rated Writing Our Language 10 on a 1 (low) to 19 (high) scale.

TYPING OUR LANGUAGE, by L. W. Erickson Scott, Foresman and Company

Adopted materials:		Publisher's price:
Gr. 7	Typing Our Language	$2.70 t.e. $2.70

Not adopted:

Gr. 7	Overhead Visuals	13.50
	Rate Record Car	2.10
	Tape cassettes	No price available

Copyright: 1970

Curriculum Role: Typing

Publisher's Grade Level: 7

Student Audience: Slow, average, gifted

Instructional Approach: Typing taught as a system of writing

Emphasis: Typing, English

Related Materials: Also available, but not adopted, Overhead Visuals, Rate Record Cards, Tape Cassettes

General Description

This is a typing textbook containing seven sections: (1) Learning the Letter Keyboard; (2) Improving Basic Skill; (3) Learning the Numeral Keys; (4) Increasing Typing Skill; (5) Learning Special Symbols; (6) Applying Typing Skills; and (7) Composing at the Typewriter. There is also a reference section showing correct forms for letters, language learnings, supplementary activities, etc.

The author feels that pupils come to a typing course with a great deal of built-in motivation. If good typing techniques are taught early and well, most pupils, regardless of academic ability, can learn how to type.

Product Usableness

This is a system of letter drilling on a machine and even though the illistrations seem to be pictures of white males it was not felt that sex or race discrimination is involved. The technical quality was rated high (clarity of presentation, interest to target group, editing, prose style, paper, printing, etc.) with the exception of grammar, illustrations, and binding, which are average. The price is average also. The author recommends teacher training, but does not state how much is needed.

Goals and Objectives

The stated goals are: to develop the concept that typing is a useful skill in written communication, to use it as a useful tool of written communication, to increase the speed of writing, to increase the neatness and legibility of writing, to increase accuracy in spelling, to copy printed or dictated material, and to use the typewriter in composing.

Specific objectives are listed with each lesson--e.g. (1) Sit with good typing posture; (2) Learn proper keystroking; (3) Type the home position keys; (4) Type from dictation; (5) Learn new keys I, T, M; (6) Learn the left shift key.

Both goals and objectives emphasize verbal and subject skills at a middle level, and perceptual-motor skills at an advanced level. This is a didactic approach and may be used best in an open classroom or individual prescription situation.

Scope and Sequence

With a coverage that is in depth and flexible, Typing Our Language helps acquire the skills and knowledges stated above. Related materials are available (see Related Materials) and may be helpful in a typing class.

Entering this program and progressing through it is the same for all students. Pacing, however, is determined by student performance. He may repeat a lesson over and over until he gains mastery of it, then progress to the next concept.

Methodology

Using a didactic approach, this text may be used in any type of classroom. The text is self-directing, and allows students to work individually or in groups, with minimal supervision. Students must participate actively. They may work at their own rate, determined by progress in the lessons. Each student must, of course, have a typewriter, text, paper, etc.

Evaluation

No diagnostic materials are provided, but there are many evaluative measures for accuracy, speed, or both. They emphasize skills and knowledges as previously stated.

Overall Comments

The analysts felt that this text should develop the good typing techniques which form the basis of speed and accuracy in typing. On completion of this course, pupils should be able to use this skill in organizing and typing class notes, composing at the typewriter, and turning in neat, readable assignments.

Typing Our Language was rated 15 and 14 on a scale of 1 (low) to 19 (high).

IMAGINARY LINE HANDWRITING Series
by Rebecca Mae Townsend

Steck-Vaughn Company

Adopted materials:		Publisher's price:
Nongraded	Getting Ready	$1.35 t.e. no price available
	My World	.99 t.e. $.99Work txt ppl$.93 t.e.93
	Doing My Part	.99 t.e. $.99Work txt ppl$.93 t.e.93
	Taking My Place	.99 t.e. $.99Work txt ppl$.93 t.e.93
	Working Together(beg.curs.)	.99 t.e. $.99Work txt ppl$.93 t.e.93
	Reaching Others	.99 t.e. $.99
	Finding Our Way	.99 t.e. $.99
	Our Larger World	.99 t.e. $.99
	Clear Communication	.99 t.e. $.99Work txt ppl$.93 t.e.93
	Spirit Masters	no price available
	Visual Manuscripts	no price available

Copyright: 1972, 1973

Curriculum Role: Handwriting

Publisher's Grade Level: K-8

Student Audience: Not specified

Instructional Approach: Textbook series

Emphasis: Handwriting

Related Materials: None mentioned

General Description
This series includes a consumable workbook (on the first level only), workbooks, teacher's editions, transparencies, and spirit masters.

The teacher's editions include the student textbook, with teacher information at the bottom of each page (suggested preliminary activity, lesson tips, visualization and formation, evaluation questions, and suggested reinforcement activity). The spirit masters only have lines on them, using the "imaginary lines" as in the text, and are for students to practice their writing. Overhead projector transparencies are similar to the models in the text, with space for the teacher to demonstrate. The author states the analysis of the accumulated data resulted in the production of the Imaginary Line Handwriting Series.

Product Usableness
Analysts found this product to be accurate throughout. No discriminatory characteristics were evident; women are shown in traditional roles. Technical qualities (printing, editing, language design, etc.) were considered average. The price is reasonable for the series. No specific teacher training is suggested or needed.

Goals and Objectives
The goals of this series are to promote legible, attractive handwriting. They are general and broad.

The objectives for each lesson are listed in the teacher's manual under "goals." Some critical objectives are: to accurately visualize letters in relation to blue imaginary lines; to develop the skill of structural analysis using symbols, lines, etc.; and to demonstrate movement of letters to attain image retention (page 5, Teacher's Edition Clear Communication).

Subject and perceptual-motor skills are emphasized at a middle level; other skills at a basic level. Goals and objectives seem to imply use in an open classroom but methodology used is didactic and experiential.

(continued)

Scope and Sequence
The scope of this series is implied, but not stated. The series begins with handwriting readiness and progresses through letter formation and beginning cursive to advanced cursive writing. Skills are emphasized as in goals and objectives. Scope is broad, in depth, and fixed.

The author states that students may enter the series at any point, and that progression would vary, according to student abilities. The analysts, however, felt this would be difficult with the format of the material.

Methodology
The methodology is aimed at imparting subject and perceptual-motor skills at a middle level, and cognitive at a basic level. In order to do this, a didactic or experiential approach should be used, probably in a traditional classroom. The author states that students should work actively, at their own pace, yet she makes suggestions of time allotments for lessons in some grades, which implies a fixed time.

Evaluation
Neither diagnostic nor evaluative materials are supplied, but evaluative measures are described to assist the teacher in supplying them.

Overall Comments
Content and measurement provisions fit all major objectives except the development of an individual writing style, which is mentioned but not provided for.

Analysts felt this product would be best used with K-5 grades. Some of the material in the upper grade was interesting, but they felt older students would be bored.

Imaginary Line Handwriting was rated 8 on a scale of 1 (low) to 19 (high).

LITERATURE

VOICES OF MAN SERIES, by Bethel Bodine, et al Addison-Wesley Publishing Company

Adopted Materials:		Publisher's Price:
Gr. 7	LIKE IT IS '74	2.25 t.g. 1.20
	A MAN OF HIS OWN '74	2.25 t.g. 1.20
	A PLACE TO BE '74	2.25 t.g. 1.20
	THE BLUE GUITAR '74	2.25 t.g. 1.20
Not Adopted:		
	Comprehension booklet	Price not set

Copyright: 1974, 1970

Curriculum Role: Reading - literature

Publisher's Grade Level: 7-8

Student Audience: Unmotivated, slow, average, gifted

Instructional Approach: Poetry, Drama, Prose-Fiction, Prose-Non-fiction

Emphasis: Literature

Related Materials: A wide variety of related materials are suggested with specificity are other books in this series also.

General Description

The Voices of Man is a twelve book literature series designed for unmotivated readers in junior and senior high school. The state has adopted the first four of these soft bound anthologies. This series is an attempt to create for low-achieving students, a mature and interesting anthology of selections that reflect a world students recognize and feel is important. Although written specifically for those students, it may be used with any group.

The teacher's Guide for each book includes a lesson plan for each selection (suggestions for reading, chalkboard glossary, background information, for discussion, for writing, supplementary activity, etc.). Also included are several articles about working with "disadvantaged" students, "Further Reading for Teachers", and "Supplementary Reading for Students."

Product Usableness

Many selections in this series are for and about minority groups. Since the series was compiled for them, it is especially appropriate for this group. Most stories are geared to the male image and foster positive concepts for them; very few stories would foster positive concepts for girls. The dialects, vocabulary, and situations are realistic and these students would relate to them. Except for the binding (average) all other technical aspects were rated good by the analysts - especially the price. They felt the teacher would need to become familiar with the selections in order to do a good job, and to have supplementary materials available.

Goals and Objectives

The implied goal is to encourage the low-achieving students to read by creating for them, a mature and interesting anthology of selections that represent a world students recognize and feel is important, by offering selections that are relevant to student's lives, have a high interest level, and intrinsic literary merit.

The implied objectives are to improve student's self-image, family-image, and the image of justice. Students are also encouraged to write on various themes, based on ideas of various themes, based on ideas and not on the mechanics of writing and spelling.

Knowledges and skills (verbal, subject, cognitive, social, affective, and valuing) are emphasized at an advanced level of complexity in all books. They respond to a need for broad behaviorial patterns as well as current societal interests. Materials may be used in a variety of teaching methods using a didactic, discovery, inquiry, and/or experiential approach.

Scope and Sequence

The basis for the scope of the series is the acquisition of skills and knowledges at an advanced level. Coverage is broad, in depth, and flexible, in both the series and in individual books. Related materials are found both in the lesson plans and in the lists at the back of the Teacher's Editions.

Although it is assumed the selections within each book will be used in order, this is not necessary. Each unit is conceived with a specific problem (self-image, family, justice). The developer chose items that would help to increase understanding of the complexities of life and to gain a feeling of appreciation of the contributions of his fellow man.

Methodology

The methodology suggested may be didactic, discovery, inquiry, and/or experiential, and is usable in any type of classroom. Knowledges and skills are to be learned at an advanced level. The Teacher's Edition includes background information and ideas and questions for discussion, as well as writing, further reading, and ideas for activities. The entire program is meant to recognize and allow for individual student differences, especially in background, experiences, and ideas.

Evaluation

Since self-concepts are being developed, and an interest in and appreciation of literature are goals, teacher observation and student self-appraisal are more realistic evaluations than regular tests, although "Unit Closing Questions" for each unit of each book do review specifics studied in selections.

Overall Comment

There is a high interest level in these selections. These stories do more than most in reaching low-achievers from all backgrounds. Still, the analysts would like to have more choices for those not from inner city or minority groups. A few stories have a more difficult reading level, but students should be motivated to read them anyway.

The articles for teachers in the Teacher's Edition are interesting, and offer helpful advice to teachers.

Altogether, the analysts found this to be an excellent series.

Voices of Man is rated 19 on a scale from 1 (low) to 19 (high).

THE HIDDEN HOUSEBOAT, by Mary Gordon Mellor

Birch Grove Productions

Adopted materials:

Publisher's Price:

Non- Graded	THE HIDDEN HOUSEBOAT	2.95

Copyright: 1973

Curriculum Role: Literature, Social Studies

Publisher's Grade Level: 4th

Student Audience: Ages 8-12, Slow, Average, Gifted

Instructional Approach: Prose--Fiction

Emphasis: Original writing by contemporary author

Related Materials: None suggested

General Description

The Hidden Houseboat is a paperbound story book with black and white illustrations. It is a family's houseboat adventure in the delta region of the San Joaquin and Sacramento River areas. Although it is fiction, it is based upon the author's, Mary Gordon Mellor, several vacation trips on a houseboat with her family. The book started as a picture book, but on the urging of other people, she wrote a long story that has a plot and some mystery.

Product Usableness

Descriptions of the geographical areas are factual and accurate making the book usable for social studies as well as literature.

The story is about a specific section of the country containing no religious, racial, sex, ethnic, sectional, or occupational discrimination.

The quality of the binding and the paper was rated average by the analysts. All other technical attributes such as care in editing, clarity, prose style, economy of language, interest for target population, and labeling were rated high. The story is well-written and slanted to a middle grade vocabulary with high interest subject matter. The illustrations are creative and well drawn and should appeal to children. The price was considered good.

Preparation time would be a matter of the user's discretion. A lesson outline was submitted to the publisher by a teacher from Lafayette, California who had used the book successfully with the fourth grade. She writes, "The Hidden Houseboat proved to be a catalyst in making the San Joaquin Delta region come alive for the children. The book stimulated class discussions, independent study, and creative activities...".

Goals and Objectives

Goals and objectives were left entirely to the user. Mrs. Margaret M. Plageman, the teacher cited above, wrote behavior objectives for her class. Here are her examples:

1) Know the location of the Delta Region
2) Learn the geographical terms for the region and its major towns and rivers
3) Learn factual data concerning the importance of the Delta in California history
4) Enjoy the book at a literary level, and be able to read and use the book's vocabulary.

Scope and Sequence

The scope and sequence are specific and narrow since it deals with family fun in a specific area, but it has considerable detail about that area. Verbal knowledge, subject skills, cognitive skills, social and affective skills, and valuing are all presented on a middle level of complexity.

Methodology

The methodology for the use of this product is left entirely to the teacher.

Evaluation

No diagnostic or evaluative measures are supplied or described; they are left to the user.

Overall Comment

The analysts sew this book being used in three different curricular areas: 1) Teaching descriptive writing, 2) Teaching social studies concepts, and 3) Reading for pure enjoyment.

The book is illustrated with black and white pictures and are so realistic that the children will want to color them. According to the analysts, this book is an exciting one for reading and social studies on a fourth grade level. The testimonia by Mrs. Margaret M. Plageman of the Montecito School of Lafayette, California who was mentioned earlier bears out the analysts opinion.

The Hidden Houseboat was rated 15 on a scale of 1 (low) to 19 (high).

*BEST IN CHILDREN's LITERATURE SERIES

by Dr. Walter Loban and Lillian Watkins

Bowmar Publishing Company

Adopted Materials:		Publisher's Price:	
Gr. 1	*BEST IN CHILDREN'S LITERATURE SERIES I	Record ed.	75.48
	Halloween Tales	Cassette ed.	88.09
	Thanksgiving & Easter	Record each	5.99
	Christmas Stories	Cassette each	6.99
	February Days		
	Values		
	Classics for Children		
	Imagination & Insight		
	Child's World of Sounds		
	The Five Senses		
	Transportation		
	Community Helpers		
	The Universe Around Us		
	Rhythms of Nature		
	Fun With Language		
Gr. 2	*BEST IN CHILDREN'S LITERATURE SERIES II	Record ed.	75.48
	Famous Classics	Cassette ed.	88.09
	Color Concepts	Record each	5.99
	Animals	Cassette each	6.99
	Self-Image		
	Numbers & Time		
	Fables		
	The World of Nature		
	Say-Along Stories		
	Favorite Folk Tales		
	Sights and Sounds		
	Science Concepts		
	Night		
	Modern Classics		
	Seasons		
Gr. 3	BEST IN CHILDREN'S LITERATURE SERIES III		
	FRIENDLY DRAGONS	(6 books and 1 record OR cassette)	49.95
	FUNNYBONES	(6 books and 1 record OR cassette)	49.95
	ECOLOGY	(6 books and 1 record OR cassette)	49.95
	FOOD FOR THOUGHT	(6 books and 1 record OR cassette)	49.95
	Additional books - 6 copies		15.00

Series I and II not made available for evaluation

Copyright: 1973

Curriculum Role: Literature

Grade Level: 1-4

Student Audience: Slow, average, gifted

Instructional Approach: Literature appreciation

Emphasis: Prose-fiction, Poetry, Original writing by contemporary writers.

Related Materials: An extensive list of related materials is suggested.

General Description

The Best of Children's Literature, Series III, consists of four kits: "Friendly Dragons", "Funnybones", "Ecology", and "Food for Thought". Each cardboard kit contains six copies of each story presented and either a record or cassette tape of the stories. Two other kits, "Clever Tricksters", and "Folk Tales of Many Lands", were not available.

The "Food for Thought" selections have strong social implications, and a joy in sharing everyday activities; the traumatic effects of moving from one culture to another; feelings of inadequacy, misery, and despair due to language barriers; the distrust of friendship; the destruction and havoc of war; the illusive glamour of brilliant uniforms and shining swords; the selfishness of man; the true value and happiness in peace; the value of balance in nature.

The "Funnybones" selections develop a sense of humor and helps the students to appreciate tongue twisters, eccentric characters, and big ridiculous words.

The "Friendly Dragons" selections attempt to carry a child outside of himself, and tackle his imagination.

The "Ecology" selections could serve as an introduction to a study of ecology. They could also serve as a framework for the exploration of various sciences dealing with ecology.

Each record folder has a summary of each book, discussion questions, suggested activities that could be done, and a discussion of the role of the pictures in each book and how they contribute to the aesthetic experiences of the students.

The rationale of the editors, Dr. Walter Loban and Lillian Watkins, is that literature plays an important role in the education of children. It contributes much enjoyment as it carries a child outside himself in those magic moments when he hears or reads fanciful stories. Laughter is healthy for children or adults. In the case of children it is a necessary base for developing that crucial balance wheel of life.

Product Usableness
This is a collection of children's stories, mostly realistic animal stories. There is no definite stereotyping in the choices of stories. The analysts felt that children would probably enjoy the presentations of the stories, but that the voices on the recordings are not always interesting and might be considered dull. They rated care in editing, interest for the target population, and quality of illustrations high, as they did for the manageability of the kit and the labeling. Other technical qualities were rated average (prose style, grammar, economy of language, quality of paper, printing, binding, etc.). Price is average. The producer did not mention preparation time, but the analysts felt that about half an hour would be needed for each lesson.

Goals and Objectives
The stated general goals are: (1) To acquaint the students with a collection of the finest traditional and contemporary stories for children. (2) To present the child with an aesthetic enjoyment in the area of children's literature. (3) To stretch the child's creative powers, objectives are fully specified, variable, and state the type of behavior expected as well as the conditions under which it will appear. Objectives are: (1) To increase children's ability to listen and their desire to read. (2) To develop oral language skills. (3) To recognize the richness of literature through animal stories, fairy tales, legends, myths, and other catagories. (4) To develop story telling and story reading techniques.

Verbal knowledge is emphasized on a basic and middle complexity level, while cognitive, social, and affective skills, and valuing, are emphasized at basic, middle, and advanced levels. Goals and objectives respond to a need for broad behaviorial patterns, concern use in an open or individual prescription situation, and reflect a discovery or experiential approach.

Scope and Sequence
The basis of the scope is the acquisition of skills and knowledges as previously stated. It reflects a need for a broad behaviorial pattern, and "Food for Thought" and "Ecology" also reflect current societal interests. Overall coverage is broad, in depth, and flexible, as is coverage within sections. Sequencing for the product overall is left entirely to the user-there is no order

in either the sets or the stories within the sets, except that the sets are thematic. The stories, of course, are the same for all students. There is a variety of activities for each story.

Methodology
Methodology is left entirely to the user. It is suggested a kit may be used with an entire class, small groups, or individually.

Evaluation
No evaluation is mentioned.

Overall Comment
The analysts felt that the target population should enjoy these kits. They offer a library of superb stories for listening and reading, although it was felt that some of the selections seem to be quite easy and unsophisticated for many third graders. For this reason the analysts felt that the set might best be used with children from less sophisticated neighborhoods.

Teaching suggestions are found inside the record jacket, and have many activities which should encourage children to enjoy the stories.

Rated 14 on a scale from 1 (low) to 19 (high)

NOMI AND THE MAGIC FISH, by Phulma Doubleday and Company, Inc.

Adopted Materials:		Publisher's Price:
Non-graded	NAOMI AND THE MAGIC FISH	4.95

Copyright: 1974

Curriculum Role: Reading, Language Arts

Grade Level: K-3 (Nongraded)

Student Audience: Slow, average, gifted

Instructional Approach: Prose-Fiction

Emphasis: Literature

Related Materials: None

General Description

Nomi and the Magic Fish is a Zulu folk tale written by fifteen year old Phumla M'bane, a Fingo Zulu living in Cape Province, South Africa. Although her native language is Xhosa, she is completely fluent in English and this story is reproduced exactly as she wrote it.

This is a "Cinderella" type story, with a wicked stepmother and a magic fish which comes to the aid of the poor stepdaughter. It is told in simple, direct language and presents a colorful picture of life on the veld. The illustrations are excellent.

Product Usableness

The illustrations and story of this ancient Zulu folktale do not show any form of prejudice or bias. The analysts feel the technical quality is high in all areas. The cost is high for a small book, but it is of superior quality and worth the price. No teacher training is necessary, but the teacher should know the story so he can properly introduce it.

Goals and Objectives

No goals or objectives are mentioned, but this story does meet current societal interests and a need for broad behaviorial patterns. Skills are presented at a middle complexity level.

Scope and Sequence

The scope of this short story is implied, narrow, and in depth.

Methodology

The method of using this story is left entirely to the user.

Evaluation

No evaluative measures are provided or suggested.

Overall Comment

The analysts find this an excellent book to be read and used as a matter for class discussion. It may be used to teach about another area of the world, about social values, to compare with other folk tales, or as a "spark" for creative writing.

Nomi and the Magic Fish was rated 17 and 14 on a scale of 1 (low) to 19 (high).

***ON STAGE** **Encyclopaedia Britannica Educational Corporation**

Adopted materials: Publisher's Price:

Non-Graded	WALLY, BERTHA, AND YOU (multi-media kit)	59.95

Copyright: 1971

Curriculum Role: Language Development--Creativity--Discovery--Dramatics

Publisher's Grade Level: K-3

Student Audience: Slow, average, gifted, handicapped

Instructional Approach: Drama

Emphasis: Experience in creative dramatics

Related Materials: Recommended Bibliography

General Description

In an attempt to bridge the gap between the teaching of cognitive skills and the affective domain, Alex Urban, author of On Stage, has developed a kit to employ creative dramatics.

Components of the program include five different kind of cards, puppets, the Teacher's Handbook and the Program Guide. The first set of cards are 16 activity cards to be used as Icebreakers. One hundred twenty-six Major Activity Cards focus on 1) building self-confidence and personal awareness, 2) building confidence within the group, and 3) building confidence before the group. The Resource Pak contains 16 story cards and 16 picture cards to supplement the Major Activity section. Forty-two Construction cards are props to be used with the Major Activity Cards. Finally, six Culminating Activity cards contain activities to involve the child in a group effort.

All of these components are contained in a relatively small cardboard box.

The Teacher's Handbook is very complete, containing an Objectives Chart, General Instructions, Implementing the Program, Descriptions of the puppets and sample units.

Product Usableness

The content of On Stage was considered accurate and characteristics of discrimination are not considerations.

Except for durability of box, all attributes of technical quality were rated high (care in editing, clarity of presentation, prose style, grammar, economy of language, interest for target population, paper and printing quality, design of box, manageability of box and all aspects of labeling). The analysts felt the box was average in durability. The price was considered justifiable.

The authors state that since complete directions are given the teacher, no specific training in creative dramatics techniques is needed to implement the program. The analysts suggest a teacher needs to be totally familiar with the program and should probably read a few books listed "For Further Reading."

Goals and Objectives

The goal of the program is to help children "become."

Three main objectives are stated for the program and an objectives chart is located on pages 13-22 of the Teacher's Handbook. Specific objectives are also listed on each activity card. The three critical objectives are: 1) building self-confidence and personal awareness, 2) building confidence within the group, and 3) building confidence before the group.

The goal and objectives emphasize verbal knowledge, subject and cognitive skills at basic complexity levels. Social skills, affective skills and valuing are emphasized at basic, middle and advanced levels of complexity. The goal and objectives concern use of the Activity Cards and puppets in an open classroom. They reflect discovery, inquiry and experiential approaches.

Scope and Sequence
The basis for the scope is in the Teacher's Handbook. It is the acquisition of the same knowledge and skills at the same complexity levels as mentioned in Goals and Objectives. The coverage is broad, in depth and flexible.

The sequence is left entirely to the teacher.

Methodology
The methodology, as described in the Teacher's Handbook, is creative dramatics. It would be most useful in an open classroom and is aimed at imparting the same knowledge and skills as referred to previously. The methodology requires active participation by the students and takes their individual differences into account. The learning environment is open.

Evaluation
Diagnostic measures are not appropriate. Teacher judgment of the student's behavior would determine subsequent activities.

Overall Comments
The analysts felt the content of On Stage fits the critical objectives exceptionally well. Lack of evaluation is not considered a problem due to the known difficulty in evaluating the affective domain. They consider this a delightful program, long overdue to help teach self-awareness, self-confidence and group cooperation. To be of maximum success, it calls for a proper environment with an observant teacher who readily gives praise and encouragement, yet maintains control.

On Stage was rated 19 by both analysts on a scale of 1 (low) to 19 (high).

*AFRICAN FOLK TALES

Encyclopaedia Britannica Educational Corporation

Adopted materials:

		Publisher's Price:	
Gr. 4	*AFRICAN FOLK TALES (6 sound filmstrips)	w/record	70.20
		w/cassette	80.73

Copyright: 1972

Curriculum Role: Literature

Publisher's Grade Level: Ungraded (Adopted by State for grade 4)

Student Audience: Slow, Average, Gifted

Instructional Approach: Prose-fiction through sound cassettes

Emphasis: Folk tales from Africa

Related Materials: None suggested

General Description

Consisting of six filmstrips and six audio cassettes, African Folk Tales was developed by Margaret Deane in collaboration with Dr. Lorenzo Dow Turner of Roosevelt University who had made an intensive study of language, folklore, and music of West African villages where he collected these legends. Two tales originate in Nigeria, "Why the Leopard Has Spots" and "How One Bride Became Four"; two from Liberia, "The First Days of Man" and "Pondo and the Eagle"; two from the Congo (both on one sound filmstrip), "Two African Fables"; and one from Dahomey, "The Spirits of the Forest."

The pictures are well drawn in subdued colors while each character shows much expression. The cassettes are narrated by both male and female voices.

Accompanying each filmstrip is a teacher's guide composed of educational objectives, summary of content, words to learn, questions for discussion, and the actual narrative. The rationale is unstated, but implied by the material--to supply folk tales in order to portray the culture and beliefs of a people.

Product Usableness

Because of the nature of the material, stereotyped thinking is not a consideration.

Rated high by the analysts were care in editing, clarity of presentation, prose style, grammar, economy of language, film and tape quality, quality of photography, photographic reproduction and the quality of the sound and its reproduction. The cassettes are durable. Rated average were the packaging and labeling. Content was found to be accurate.

Preparation time would probably take more than half an hour at the beginning of the program and a few minutes to ready equipment and materials before each lesson.

Goals and Objectives

Specifically stated, the goals and objectives of the series are printed on each guide to each folk tale. They are:

> After viewing these filmstrips (using Why the Leopard Has Spots as an introduction to the series), students should be able to:
>
> 1. Describe ways in which African folk tales resemble and differ from other familiar stories.
> 2. Recognize different types of African folk tales - fables, myths, heroic legends, and stories of the supernatural.
> 3. Explain how the storyteller serves as official historian, counselor, and entertainer in an African village.
> 4. Appreciate the tradition of storytelling in African village life - its importance as an art form that includes group singing, dancing, and drama.

These objectives reach advanced levels of complexity for verbal knowledge, cognitive skills, social and affective skills, and for acquiring social, moral, and aesthetic values.

Both the discovery and the inquiry methods and most types of classrooms would be effective in attaining these goals which call for broad behavioral patterns.

Scope and Sequence

The scope also reflects the need for broad behavioral patterns and covers verbal, cognitive, social, affective and valuing skills up to an advanced level.

Dealing with West African folk tales, the scope is necessarily narrow, but it is in depth and is flexible.

Sequencing within each filmstrip and cassette is specified by the nature of the media. Sequencing for the product overall is specified only in terms of the initial filmstrip. "Why the Leopard Has Spots" introduces the series because it presents background material about African storytelling. Order of the other films is left to the user.

Methodology

As described in the guides, the specified methodology can be labeled didactic, discovery, and inquiry. It would be appropriate in an open or traditional classroom, in either an individualized or group situation. The methodology imparts the same skills as in the goals and in the scope, again up to an advanced level of complexity.

The learning environment is left entirely up to the user, but pacing and choice of activities are primarily set by the materials. Individual student differences are taken into account.

Evaluation

Diagnostic and evaluative measures are left entirely to the user. The questions for discussion in each guide could well serve as an oral evaluation by the teacher. These questions again emphasize the same skills as above at the same level of complexity.

Overall Comment

In these filmstrips, the scope seems to be concentrated on information related to the developer's goals while the methodology is especially appropriate. Users of the materials would need to evaluate the attainment of these objectives for themselves.

The analysts found the goals, scope, sequencing, and methodology suitable and appropriate. In their opinion this series would be an excellent opportunity for teaching social values and spoken literature. They found the sound quality excellent and the pictures expressively and beautifully drawn. Analysts felt this is a fine, supplementary program for enriching the knowledge of culture providing very high interest levels not only for fourth graders, but for all students from fourth to junior high.

African Folk Tales was rated 18 on a scale of 1 (low) to 19 (high).

*CLASSIC FAIRY TALES — Encyclopaedia Britannica Educational Corporation

Adopted materials:		Publisher's Price:
Non-Graded	*CLASSIC FAIRY TALES (sound filmstrips) Story of Cinderella (not available) Snow White (not available) Aladdin (not available) Puss in Boots (no cassette/book) Little Thumb (not available) King Midas (not available) Sinbad the Sailor (book only) Pied Piper Little Mermaid (not available) 10 multimedia kits, each kit contains 1 filmstrip; 1 cassette; 6 identical story books; teacher's guide	w/ record 90.00 w/cassette 109.50

Copyright: 1968

Curriculum Role: Impress Reading

Publisher's Grade Level: Primary

Student Audience: Slow, average, gifted

Instructional Approach: Prose-Fiction

Emphasis: Reading

Related Materials: Reference works suggested in teacher's guide

General Description

Classic Fairy Tales are 10 multimedia kits, each containing 1 filmstrip, 1 record or cassette, 6 identical story books and a teacher's guide. Each kit is packaged in a small box. The teacher's guide is the same for all of the fairy tales. Though the program consists of 10 kits, this analysis is based solely on "The Pied Piper," the only kit available.

The author, Wilma Jean Pyle, put these kits together because she feels fairy tales are an important part of children's literature, because children love them, because they serve as a bridge between generations, they show life symbolically and they give children opportunities to understand human motivation. She prefers the multimedia approach as a result of a study she did showing better reading achievement among first grade students who used trade books and their recordings than those using only trade books.

Product Usableness

These are fairy tales abridged to fit the reading level and paced to fit a filmstrip and cassette. Any characteristics of discrimination are not considered.

Many attributes of technical quality were rated high: care in editing, clarity of presentation, prose style, grammar, economy of language, interest for target population, paper and printing quality, quality of recording and sound reproduction, and manageability of box. Binding, design and durability of box and labeling were considered average to poor. The price was considered justifiable.

No specific training is required to implement the program and the analysts felt less than five minutes preparation time would be required.

Goals and Objectives

The goal, as specified, is to provide the first grade reader with challenging and interesting reading activities that would enable each child to build and maintain a high level of self-motivation and positive self-concept.

Five objectives for the kits are specified: 1) to develop reading skills, 2) to serve as a bridge between generations, 3) to build basic truths, 4) to increase understanding of human motivation, and 5) to motivate students.

The goal and objectives emphasize basic complexity levels for verbal knowledge, subject skills, and perceptual-motor skills. At basic and middle levels of complexity, cognitive, social, and affective skills and valuing are emphasized. The goal and objectives concern use of materials in an open or traditional classroom and reflect discovery and experiential approaches.

Scope and Sequence

The basis for the scope of these kits is not apparent and the sequencing is left entirely to the teacher.

Methodology

The specified methodology is discovery and experiential. It would be useful in an open classroom, as developmental, or in a traditional classroom. It is aimed at imparting the same knowledge and skills referred to previously. The methodology does not call for active student involvement. In the beginning the teacher plays the filmstrip and cassette until eventually the child reads the book independently.

Evaluation

No diagnostic or evaluative measures are included with the kits.

Overall Comments

The analysts felt the kit they looked at did a good job of teaching basic truths about people. However, they did not feel they could give a fair evaluation of the overall program. The voice quality of the narrator of The Pied Piper was good, and the cartoons were clever and amusing.

One analyst felt that though what was seen and heard was enjoyable, it would not be outstanding in contributing to a challenging, motivating reading program.

Based on one part of Classic Fairy Tales, the analysts rated the program 5 and 8 on a scale of 1 (low) to 19 (high).

THE FIELD LITERATURE PROGRAM, by Helen Huus, et al — Field Educational Publications, Inc.

Adopted materials:		Publisher's Price:
Multi-Graded	APPLE TREES	2.52 t.e. 2.52
	GINGERBREAD	2.61 t.e. 2.61
	TOADSTOOLS	3.27 t.e. 3.27
	ROLLER SKATES	3.54 t.e. 3.54
	SAILBOATS	3.87 t.e. 3.87
	WINDOWPANES	4.35 t.e. 4.35
	FOX EYES	4.56 t.e. 4.56
	SEABIRDS	4.56 t.e. 4.56
Gr. 7	NORTHERN LIGHTS	5.55 t.e. 5.55
	THUNDERBOLTS	5.67 t.e. 5.67

Copyright: 1971

Curriculum Role: Literature

Publisher's Grade Level: K-8

Student Audience: Not specified

Instructional Approach: Poetry, Prose-Non-fiction

Emphasis: Independent reading

Related Materials: Suggested materials specified in Teacher's Editions

General Description

Believing there has been little or insufficient emphasis on the ultimate goals of reading, that is, the acquisition of literary knowledge and the cultivation of a lifetime habit of critical, creative reading, Helen Huus, Robert Whitehead, et al, developed the Field Literature Program. The program is based on certain fundamental principles regarding the value and place of teaching literature in the curriculum. It consists of 10 hardbound books for grades kindergarten through eight.

The books are divided into thematic units uncluding such topics as adventure, natural and physical science, around the world, folk literature, and interesting people.

At the beginning of each teacher's edition are eleven sections designed for the teacher: Perspective, Principles Underlying the Program, Objectives of the Program, Materials, Organization, Teaching Suggestions, Pacing, Evaluation, Resources, Introduction to the Specific Book and Presenting That Book.

The teacher information for each selection contains pre-reading preparation and post-reading extension. Pre-reading preparation consists of the Background for the Selection, Elements of Literature and Introducing the Selection. The three sections of Post-reading extension are Exploring the Selection, Interpreting Literature and Developing Language Skills. An Index of skills is included in the teacher's editions. In the Teacher's Table of Contents for grades 4-8, the literature selections are rated easy, average or advanced.

Product Usableness

The content of the Field Literature Program was considered accurate.

While religious and sectional discrimination were not considerations, the analysts noted that Blacks are shown in middle-class ghetto situations while Oriental and Indians are shown in stereotyped historical settings. Girls are portrayed as having superior intelligence, courage and initiative, but their roles are strictly traditional.

Most attributes of technical quality were rated high including care in editing, clarity of presentation, prose style, grammar, interest for target population, paper and printing quality, binding and all aspects of labeling. Economy of language, photography and photographic reproduction were rated average. The illustrations were considered highly imaginative. Price of the books range from $2.52 to $5.67. The ones for junior high were thought too expensive.

No specific training is required to implement this program. In the opinion of the analysts, more than a half hour preparation time would be required before each class session.

Goals and Objectives
The overall goal of this literature series is "To give students an ever-expanding understanding of literature, its contents, authors, genres, forms and purposes."

The objectives, as specified in each Teacher's Edition, are (1) To create an appreciation and an understanding of what constitutes literature, (2) to acqaint students with their literary heritage, (3) to foster a deep-rooted interest and lasting enthusiasm for reading literature, (4) to help students foster their personal development and gain a fundamental understanding of the humanness of all people, and (5) to help students think critically and respond creatively to the world in which they live.

The goal and objectives emphasize the acquisition of verbal knowledge, subject, cognitive, social, and affective skills and valuing at basic, middle and advanced levels of complexity. They concern use of materials in a traditional classroom and reflect didactic, discovery and experiential approaches.

Scope and Sequence
Six major themes can be found in the pre-primer to 6th grade level books. The scope includes selections from classical literature, folktales, poetry, biography, contemporary topics and ethnic or national emphasis. The basis for the scope is the acquisition of the same knowledge and skills as listed under Goals and Objectives. It is broad, in depth, and each student is presented with the same material.

The sequence of the product overall is specified. Within units, recommendations for sequencing are given. The sequence is developmental in the primary grades and a progression from simple to complex concepts in the intermediate grades and junior high. The authors state the sequence is flexible, but they imply in the section on pacing that the program should be used unit by unit.

Methodology
The methodology, as specified by the authors, can be found under "Teaching Suggestions" in the teacher's editions. It would be most useful as a developmental program in a traditional classroom. It is aimed at imparting the same knowledge and skills referred to earlier. The active participation of students is called for and their individual differences are provided for. All of the lessons are teacher directed.

Evaluation
There are no diagnostic measures with this program. Evaluation by teacher judgment is described in the teacher's edition for each lesson.

Overall Comments
The anlaysts considered the goals and objectives, methodology and evaluation procedures adequate for the target population. They considered the scope inadequate and the sequencing too rigid.

A critical objective of the program is to gain a fundamental understanding of the humanness of all people, yet some of the content fosters stereotyping.

The analysts felt the program would be most interesting to and effective with advanced second through eighth graders. It would appeal to both urban and rural populations.

The main strengths of the series are the high interest level of the stories and the quality of the illustrations. It was felt human values and issues were handled well without being "preachy." The suggested activities give students opportunities to see situations from different points of view. The analysts felt a teacher could use these books in an individualized program even though the scope and sequence aren't set up that way.

Field Literature Program was rated 12 and 13 on a scale of 1 (low) to 19 (high).

RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE, by Alan C. Purves, et al

Ginn and Company

Adopted materials:		Publisher's Price:	
Gr. 8	BASIC SEQUENCE: ONE	4.47	t.e. 5.28
	*Records (2 - includes t.g.)		13.26
	JOURNEYS	1.92	t.e. 2.31
	THE WRITER'S VOICE	1.92	t.e. 2.31
	A Guide to Evaluation		2.34
	BASIC SEQUENCE: TWO	4.47	t.e. 5.28
	*Records (2 - includes t.g.)		13.26
	THE HERO	1.92	t.e. 2.31
	NARRATIVE	1.92	t.e. 2.31

Not adopted:

EVALUATION SEQUENCE:	
Pretest (pkg. of 35)	6.69
Growth test (pkg. Of 35)	6.69
Special Diagnostic tests (pkg. of 35) (same price for both sequences)	13.35

Records not made available for evaluation.

Copyright: 1973

Curriculum Role: Literature

Publisher's Grade Level: Junior High School (8)

Student Audience: Average

Instructional Approach: Selections from classical literature, folktales, poetry, biography, original writing by contemporary writers, contemporary topics, ethnic or national emphasis

Emphasis: Thematic literature, Language arts

Related Materials: A limited amount of related materials is suggested

General Description

This literature series consists of two hardbound books, each with two accompanying softback books (Responding I - Journeys and The Writer's Voice; Responding II - The Hero, and Narrative), and two records. The records were not available for evaluation. Also available, though not adopted, are "Pretests," "Growth Tests," and "Special Diagnostic Tests." The Teacher's Editions are identical to the student's texts, with a special section in the front where ideas for each selection are given, rather than lesson plans. (Questions to ask to start a discussion, background information, related reading or activities, etc.) The author's rationale for this series is to present a collection of works in many genres and from many cultures and times which will evoke response from both students and teachers, provide enjoyment, and provoke questions.

Product Usableness

The analysts find the technical qualities of this series to be high. The illustrations are well chosen and will have a great deal of appeal to the target population (adolescents).

The subjects of the stories are not unfair within the stories themselves, but in the books there are a very few number of writings by or about women or girls. (Of 107 selections, only twelve are by females. In Hero, 28 stores have men or boys as heros, 3 have women, 1 has both.) Because of this, the analysts felt that sex discrimination is a serious problem, fostering stereotyped thinking in this series. The series seems expensive, and the not-included evaluative measures seemed very expensive.

Goals and Objectives

The general goals are fully specified for this series: To fully present a major rhetorical concept within a loose structure with writing style and technique taught through literature rather than composition. To change the traditional role of the teacher when teaching literature in the classroom--from one of authority to one of a guide, a "devil's advocate", a facilitator or a moderator. To provide students with a variety of stories, poems, plays, essays, and other forms of written expression. To provide a means whereby students can articulate their responses to what is in the volume and to what is around them. To provide a means whereby the variety of structures that students put on their experiences can be shared and explored. To provide a set of tools so that the teacher may be a guide in this important educative process. (T.E. pg. 13)

Objectives are not stated as such, but there are many suggestions for activities centering around the selections. Objectives may be student, teacher, or material-selected (in the "Teaching Suggestions" possible objectives are implied). All skills and knowledges are emphasized on basic, middle, and advanced level of complexity. They concern use in an open classroom or an individual prescriptive situation, using a discovery, inquiry, or experiential approach.

Scope and Sequence

The basis for the scope of this series is specified in the series, and is determined by the acquisition of knowledges and skills at an advanced level. The scope reflects both a need for broad behavioral patterns and current societal interests. Coverage in the series is broad, in depth, and fixed.

Sequencing of the material is thematic, but its usage is left entirely to the user.

Methodology

A discovery, inquiry, or experiential methodology is recommended with this series, to be used in an open, individualized, or traditional classroom. It is aimed at imparting skills and knowledges as previously stated. Student differences are an integral part of this program. They must participate actively, choose activities, and decide how long to work with various selections, all while working with the teacher, so experiences may be different for each selection used.

Evaluation

Evaluative measures are supplied, but were not adopted by the state so were not available for the analysts.

Overall Comment

The analysts found this material to be congruent, and well matched to goals and objectives. They found the selections exciting and beautifully presented, and felt the soft bound books alone might be purchased if on a limited budget. Some of the aspects of the program worthy of note are its appeal to the adolescent universe, its focus on contemporary life, the artwork which is uncluttered in design. All of this should have an appeal to the student and get him deeply and immediately involved. It is unfortunate that the records were not included as they are an additional enrichment to this high interest program.

It seems incongruent that an excellent quality series such as this would leave out a major portion of the human race - the female sex!

The analysts rated Responding 13 and 11 on a scale from 1 (low) to 19 (high).

READING 360: MAGIC CIRCLE BOOKS — Ginn and Company

Adopted materials:		Publisher's Price:	
Gr. 2	MAGIC CIRCLE BOOKS (58 titles with teacher's guide)		
	Level 6 (books reviewed)	9.99	t.g. included
	The Glerp		
	Kim Ann and the Yellow Machine		
	Level 7 (books reviewed)	9.21	t.g. included
	Blast Off		
	Old Lion and His Friends		
	Level 8 (books reviewed)	9.99	t.g. included
	A Horse for Mathew Allen		
	The Wonder of Change		
	Level 9 (books reviewed)	9.99	t.g. included
	Jokes, Jests and Jollies		
	Level 10 (books reviewed)	9.21	t.g. included
	Small Paul and the Bully of Morgan Court		
	Spring is in the Air		
	All other Books Not Made Available For Evaluation		

Copyright: 1972

Curriculum Role: Literature (Reading)

Publisher's Grade Level: 2

Student Audience: Slow, Average

Instructional Approach: Prose - Fiction, Prose - Non-Fiction

Emphasis: Original writing by contemporary authors

Related Materials: None mentioned

General Description

Reading 360: The Magic Circle Books is a series of 58 paperback and hardbound texts of which only 9 were available for evaluation. The senior author, Dr. Theodore Clymer's rationale is: Exposing children to literature of real quality--getting them excited about reading on their own--reinforcing and enriching vocabulary, comprehension, and decoding skills--making readers out of kids--keeping them reading.

Product Usableness

The analysts felt the content was accurate. It avoided stereotyping of racial, sex, religious or ethnic characteristics due to the type of literature included. Technical qualities that were rated average were clarity of presentation, grammar, economy of language, paper and printing while high ratings were given to care in editing, prose style, and interest to target area. The analysts felt the price was reasonable but with the binding so poor, the materials would need to be replaced frequently. The literature is of very high quality.

Application of these materials to an individualized approach would require a great deal of preparation time.

Goals and Objectives

The specified goals are: 1) To provide additional reading for enjoyment. 2) To provide a natural bridge from the reading text to the numerous trade books for children. 3) To provide practice in the decoding skills introduced at various levels of Reading 360.

There are no specified or implied objectives. The goals stress verbal knowledge, subject skills, cognitive skills and processes, social skills and understandings, affective skills and understandings, and valuing at the basic and middle complexity levels.

Implied use of the materials is in an open classroom or individual prescriptive situation, using a didactic or experiential approach.

Scope and Sequence
The specified scope stresses the same knowledges and skills as previously stated. Coverage is broad, in depth and flexible, allowing for student differences.

The overall sequence and sequencing within units or sections is also specified. It is developmental and based on some order other than chronology. Entry point into the overall sequence is stated while entry points into units is according to student abilities.

Methodology
The methodology is left entirely to the user.

Evaluation
Evaluation is left to the user.

Overall Comments
The analysts felt this program could be fairly effective if all of the materials are purchased, for they are well written and presented in an exciting manner. The best uses of these books will be made by the thoughtful teachers who are alert to childrens' needs and who are willing to modify traditional practices to meet those needs. This is definitly a flexible program.

The analyst rated Reading 360 12 on a 1 (low) to 19 (high) scale.

MODERN SHORT BIOGRAPHIES, by Henry I. Christ — Globe Book Company, Inc.

Adopted materials:		Publisher's Price:
Gr. 7	MODERN SHORT BIOGRAPHIES	2.10 t.g. gratis

Copyright: 1970

Curriculum Role: Literature

Grade Level: Junior High

Student Audience: Slow (5.5 Reading level)

Instructional Approach: Prose--Non-fiction

Emphasis: Biography/National emphasis/Thematic

Related Materials: Limited number are suggested, but left to the user

General Description

This paperback textbook intended as supplemental material was written by Henry I. Christ and includes a collection of 31 true stories of American personalities that underscores the multiracial origins of America and the contributions by all groups. It is written at a mature interest level with a controlled 5.5 reading level determined by the Dale-Chall formula. The pen-and-ink sketches are by Harry J. Schaare.

The rationale is specified as follows: "Two important concepts for schools today are involvement and relevance." Readings were selected to involve students at a reading level they could handle.

Product Usableness

The analysts felt the content was accurate. Characteristics such as racial, religious, sex, or ethnic discrimination were carefully avoided by including stories about men and women of different races and occupations, eliminating any stereotyped thinking.

The analysts rated the interest for the target area as average with high ratings for the other technical aspects, such as care in editing, clarity of presentation, prose style, grammar, economy of language, paper quality, quality of illustrations, binding, labeling, and durability. They felt the price was very good for the text; in addition, the teacher's manual is free.

The producer does not mention specific training or preparation time, but the analysts suggest a week or two to collect the suggested supplemental materials and a half hour of time before each class session.

Goals and Objectives

The goals are general and specified as follows: "Selections are designed for 2 major purposes; to provide interesting reading material at appropriate reading levels, and to stimulate class discussion about contemporary problems."

The objectives are partially specified and fixed (same results for all learners). The teacher's manual, pg. 6, lists them as follows: 1) To spark discussion on a variety of issues. 2) To develop student initiative. 3) To provide opportunity to stimulate effort and a feeling of success. The goals and objectives emphasize the need to acquire verbal skills, subject skills, cognitive skills and processes, social skills and understandings, affective skills and understanding, and valuing at the basic and middle complexity levels. It is the analysts' opinions that the material adheres to legal requirements, is geared for students reading below grade level, and is a combination of discovery, inquiry and experiential approaches for use in an open classroom or a combination of individual prescription, behavior modification and readiness determinations.

Scope and Sequence

The specified scope requires the same knowledges and skills at precise levels as stated in Goals and Objectives. Coverage in the product overall is broad, in depth, and fixed (individual differences are not taken into account).

The overall sequence is recommended while sequencing within units or sections is specified. Sequencing is based on an order other than chronology as each unit has a specific theme and the same format of questions. Entry point in the overall sequence is differentiated according to student interest, but entry point into the units is the same for all students as is the progression.

Methodology

The specified methodology can be labeled didactic, discovery, inquiry and experiential for use in an open classroom, developmental status (student) and traditional classroom, stressing the same knowledge and skills as mentioned above. The methodology requires active participation of the students and takes into account individual differences. The time for completing the material is variable and pacing of students through the material is determined by the teacher.

Evaluation

No diagnostic tests are provided. The evaluative materials are based on student product or behavior, teacher judgment and criterion tests. The analysts felt criterion tests were not valid. Emphasis of the evaluation is for the same knowledge and skills as specified in Goals and Objectives.

Overall Comment

The analysts felt the lessons contain objectives that fit the overall objectives. The final evaluation questions appear to be poor and seem to indicate behavior that is peripheral to attainment of the objectives. The concluding lesson plan should really be an introductory lesson plan as it would give greater validity to why selections were written in the manner that they were.

The students should enjoy the variety of topics and individuals represented. The book makes a good attempt to interest readers below grade level who live in inner city and suburbs. A variety of racial groups is included.

The analysts questioned the accuracy and validity of the stories and were concerned that the developer is subjecting his own bias and value judgements on students as no reference is made anywhere about the source of any article or quote included in the writings.

The teacher's manual is good in that it provides the teacher with material dealing with motivation, summaries, and discussion questions.

Both analysts rated Modern Short Biographies 10 on a 1 (low) to 19 (high) scale.

RUSH HOUR, by Mildred Freeman

Globe Book Company, Inc.

Adopted materials:

Gr. 7 RUSH HOUR

Publisher's Price:

2.10 t.g. gratis

Copyright: 1970

Curriculum Role: Reading--supplementary literature for slow readers

Publisher's Grade Level: 7

Student Audience: Slow

Instructional Approach: Prose fiction and non-fiction

Emphasis: Literature--original writing by contemporary authors, contemporary topics, ethnic emphasis

Related Materials: A limited amount of related materials is suggested

General Description

The three soft bound books in the Living City Adventures series contain seventy-one high interest low-readability stories primarily directed toward urban youth in grades 7 through 12. They are meant to be used with slow or reluctant readers to help them find satisfaction in reading. The state adopted the first of this series, Rush Hour, which has a readability range from grade 2.5 to 3.5. There will be no stigma attached to reading below grade level as there is no indication that the stories have been written for slow readers.

The emphasis in these stories is on "action"; long narrative or expository passages have been avoided. For both students and teachers there is a "Thematic Key" at the beginning of the book to locate stories dealing with a particular area of interest. Questions to check student comprehension, a vocabulary drill, basic word skills, and questions to stimulate student response and class discussion for each story are included at the back of the student text, to be used as the teacher wishes. The body of the Teacher's Guide contains a suggested teaching plan for each story, including "Story Summary", "Guiding the Student", and "Anticipatory Vocabulary Problems." Answers to the questions in the student text are included in the Teacher's Guide.

Product Usableness

The stories in Rush Hour were written for and about teen-agers of the inner city and represent the various ethnic groups, characters, and values that these young people live among and understand. The stories are carefully written to avoid stereotyping.

In technical aspects, the paper quality and binding were considered average; all other aspects were rated high (care in editing, clarity of presentation, prose style, grammar, interest for target population, etc.), especially the drawing by artist George Armstrong. The Teacher's Edition is included in the price, which is also good. Teacher training is left to the user. There would be no special problems in community relations.

Goals and Objectives

General goals are fully specified on page 3 of the Teacher's Guide: 1) To motivate inner city students to read sufficiently to develop basic reading fluency. 2) To help slow or reluctant readers to find satisfaction in reading.

Implied objectives offer different results for different learners, and specify either the level of performance expected or the conditions under which it will appear. Specific objectives are: 1) To motivate student's interest. 2) To pose questions or problems based on student experience relative to the story. 3) To pose questions to check comprehension. 4) To teach vocabulary. 5) To point out enriching quality of words that create mood or imagery.

Goals and objectives emphasize social, affective, and perceptual-motor skills at a basic level and verbal, subject, cognitive skills at basic and middle levels, while valuing is at basic, middle, and advanced levels.

Rush Hour will be used best in a traditional, remedial reading, reading lab, open or individualized classroom reflecting a discovery, inquiry, or experiential approach.

Scope and Sequence

The basis for the scope is specified in the product, and is the acquisition of verbal, subject, and perceptual-motor skills at a basic level of complexity, cognitive and social skills at basic and middle levels, and valuing at basic, middle and advanced levels. It reflects both a need for broad behavioral patterns and current societal interests. Coverage in the book is broad, in depth, and flexible.

Sequencing is arranged by themes, but its usage is left entirely to the user.

Methodology

The methodology presented for this book is only a guide--the teacher may and is encouraged to--change it as he wishes. Best used in a discovery, inquiry, or experiential manner in an open, developmental, or traditional classroom, skills and knowledges are imparted at the same levels as in scope and sequence. Students work both passively and actively, at a variable rate. The book is well suited to the methodology suggested.

Evaluation

The evaluative procedures given are in the back of the student's text for each story in the book. They include comprehension of the story, a vocabulary drill, basic word skills, and have questions to stimulate class discussion, which the teacher judges. All measure the skills and knowledges as previously mentioned.

Overall Comment

The analysts found this to be an excellent book for inner city students. "The authors did an extraordinary job of creating interest for grades 7-12 with the limited vocabulary (grade 2.5-3.5; average 3.1). The stories and the questions at the end pose problems which lead to value clarification by the students." It will have a high interest to all urban students regardless of reading ability.

The analysts rated Rush Hour 19 on a scale from 1 (low) to 19 (high).

BLACK POETRY FOR ALL AMERICANS, BY Leona Weisman and Elfreda Wright — Globe Book Company, Inc.

Adopted materials:		Publisher's Price:
Gr. 7	BLACK POETRY FOR ALL AMERICANS	1.50 t.g. gratis

Copyright: 1971

Curriculum Role: Literature - Black Poetry

Publisher's Grade Level: 7

Student Audience: Slow, Average

Instructional Approach: Poetry

Emphasis: Literature - Ethnic Studies

Related Materials: Extensive materials are suggested and described with specificity in teacher's manual.

General Description

This paperback textbook with accompanying teacher's manual was edited by Leon Weisman and Elfredo S. Wright and is an anthology of black poetry. The rationale is specified as a compelling collection of poetry and is a reflection of black heritage and culture. The book is designed to meet a certain societal need and is the result of a clearly described task analysis. It was designed for the junior or senior high school student who is reading on or above 5th grade level. The book contains selections of poetry, original writings by contemporary and past authors, contemporary topics, and has an ethnic and/or national emphasis.

Product Usableness

The analysts felt the content was accurate throughout. Characteristics such as racial, religious, sex, or ethnic discrimination were not a consideration because of the nature of the product, black poetry by black male and female authors.

Technical qualities were all rated high, such as care in editing, clarity of presentation, poetry style, grammar, economy of language, interest to target area, paper quality, quality of photography, binding, and labeling. The price was thought to be very reasonable and the accompanying teacher's manual is free. The producer did not mention specific training for the teacher. The analysts felt it might be necessary to discuss the program with the school community, depending on the community itself.

Goals and Objectives

The goals are specified and are general. "To build the concept of the black poet as chronicler, social critic, sage, and visionary, and to explore the social and cultural implications of the renaissance of black poetry in America."

The objectives are implied and to be adopted by the user to local needs: 1) To identify and interpret the various types of imagery in a poem, such as simile and metaphor; 2) To locate and interpret symbols in a poem; 3) To understand the relationship between structure and meaning of a poem; 4) To gain insight into a particular culture or to illuminate an historical event; 5) To learn about a particular poet through a study of his works.

The goals and objectives emphasize the need to acquire cognitive skills and processes, social skills and understanding, affective skills and understanding, and valuing at the basic, middle and advanced levels of complexity. Materials could be used in an open classroom, individual prescriptive situations, or various other forms of instructional situations using a discovery approach, an inquiry approach or an experiential approach.

Scope and Sequence

The scope of the product is specified by the developer, with emphasis on the same knowledge and skills at the precise complexity levels mentioned in Goals and Objectives. The scope reflects the need for a broad behavioral pattern and current societal interests. It is broad, in depth, and flexible in that students may start at different points, cover different areas and end at different points.

The sequence is left entirely to the user.

Methodology

The specified methodology can be labeled discovery, inquiry and experiential, usable in an open classroom, behavior modification, and traditional classroom.

The methodology reflects the need for the same knowledge and skills at the same complexity levels as stated above.

The methodology requires active participation by the student, and allows for individual differences. The mode of presentation is limited to print. Pacing of students through the material is primarily determined by the teacher who may supplement or curtail it. The learning environment is left entirely to the user.

Evaluation

No diagnostic tests are mentioned due to the type of product. Evaluative measures are provided for units or sections and to determine subsequent learning activities, with evaluation of student behavior or product, and teacher judgement supplying weekly, or daily, or immediate feedback to student and teacher.

The evaluation emphasizes the same knowledge and skills at the precise complexity levels as mentioned above.

Overall Comments

The analysts felt there was congruence throughout the text. The goals and objectives were very satisfactory and the product would be highly effective for the target population as the material is very interesting, relevant, and contemporary. The format is simple, but artistic. The lesson plans are clear and meaningful. The teacher's manual is very concise and clear.

Both analysts rate Black Poetry For All Americans 17 on a 1 (low) to 19 (high) scale.

***NOISY NANCY NORRIS** — Guidance Associates

Adopted Materials:		Publisher's Price:
Non-Graded	*NOISY NANCY NORRIS 1-part sound fs/color; discussion guide	fs/rec 17.50 fs/cass 19.50

Copyright: None Given

Curriculum Role: Literature

Publisher's Grade Level: Primary

Student Audience: Slow, Average, High

Instructional Approach: Prose Fiction

Emphasis: Original Writing

Related Materials: None mentioned

General Description

Noisy Nancy Norris is a 13 minute sound filmstrip based on a children's book by Lou Ann Gaeddert and illustrated by Gioia Fiammenghi. In the opinion of the analysts, the rationale is to bring to students a form of literature in the audio-visual media for the enjoyment and value of this particular story.

A two-page teacher's manual contains a description of the program and topics for classroom discussion.

Product Usableness

Content accuracy is not applicable. The story is about a white middle class child in a white middle class situation and neighborhood.

High ratings were given to the technical aspects of clarity of presentation, paper quality, and quality of photography and recording. Receiving an average rating were care in editing, prose style, economy of language, interest to the target population, and all elements of packaging and labeling. Design of the box was considered poor. The price was considered justifiable.

Except to preview the filmstrip and discussion questions, no specific training or preparation is required.

Goals and Objectives

It can be surmised from previewing the filmstrip and study questions that this program has four goals: 1) to help strengthen a whole range of reading readiness and language arts skills and abilities; 2) to help encourage the young student's interest in reading and books; 3) to help develop the child's vocabulary and expression; and 4) to serve as an elementary guidance tool offering many suggestions for desirable patterns of social behavior in the home, with adults, and with friends.

These goals emphasize verbal knowledge and subject skills at a basic complexity level and cognitive, social, affective skills and valuing at basic and middle levels of complexity. They concern use of material in an open classroom, for individual prescription and in connection with readiness. Didactic, discovery and experiential approaches are reflected.

Scope and Sequence

The basis for the scope is the acquisition of the same knowledge and skills referred to under goals and objectives. Coverage is narrow and each student is presented with the same material.

The sequence of presentation is determined by the program which contains one filmstrip.

Methodology

Methodology for using this filmstrip is up to the teacher.

Evaluation
The teacher must determine any evaluation he or she feels is appropriate.

Overall Comment
The analysts believe use of the printed story important if reading readiness goals are to be met, even though it wasn't adopted by the state. They point to the original art work, imaginative script and many unusual and entertaining sounds as successful in bringing Nancy's world to life. They suggest designing an activity card to go with it and placing the program in a learning center. This program is considered satisfactory as a means of enjoying a bit of contemporary literature and as an avenue for discussing some of the values expressed in the story.

Noisy Nancy Norris was rated 9 on a scale of 1 (low) to 19 (high).

ELEMENTARY FOLKTALE SERIES

Guidance Associates

Adopted materials:

		Publisher's Price:	
Non-Graded	*THE HOPE TREE OF HARLEM, an American Folktale	fs/rec	17.50
	1 part sound fs/color; discussion guide	fs/cass	19.50
	*THE ADVENTURES OF PECOS BILL	fs/rec	17.50
	1 part sound fs/color; discussion guide	fs/rec	19.50
	*THE ADVENTURES OF PAUL BUNYAN	fs/rec	17.50
	1 part sound fs/color; discussion guide	fs/cass	19.50
	*THE BOY WHO COULD DO ANYTHING, a Mexican Folktale	fs/rec	17.50
	1 part sound fs/color; discussion guide	fs/cass	19.50
	*FISH IN THE FOREST, a Russian Folktale	fs/rec	17.50
	1 part sound fs/color; discussion guide	fs/cass	19.50
	*JOHN HENRY: AN AMERICAN LEGEND	fs/rec	17.50
	1 part sound fs/color; discussion guide	fs/cass	19.50
	*TAYO: A NIGERIAN FOLKTALE	fs/rec	17.50
	1 part sound fs/color; discussion guide	fs/rec	19.50
	*THE BOY WHO CHALLENGED THE STARS: A GREEK MYTH	fs/rec	17.50
	1 part sound fs/color; discussion guide	fs/cass	19.50
	*CHIQUINTIN AND THE DEVIL: A PUERTO RICAN FOLKTALE	fs/rec	17.50
	1 part sound fs/color; discussion guide	fs/cass	19.50

Copyright: John Henry: An American Legend, 1967;
Fish in the Forest, 1973;
Chiquintin and the Devil, 1973;
Others, 1970

Curriculum Role: Literature

Publisher's Grade Level: Ungraded

Student Audience: None specified

Instructional Approach: Prose Fiction

Emphasis: Folktales with ethnic or national emphasis

Related Materials: Bibliography of folk heroes and books on folklore/listing of other Guidance Associates sound filmstrips

General Description

Guidance Associates of Pleasantville, New York, which is a subsidiary of Harcourt Brace Jovanovich, Inc., has developed this group of nine elementary folktales. The tales are available in either record or cassette editions.

John Henry, The Adventures of Pecos Bill, The Adventures of Paul Bunyan, and The Hope Tree of Harlem are American; Fish in the Forest is Russian; Chiquintin and the Devil is Puerto Rican; The Boy Who Could Do Anything is Mexican; Tayo is Nigerian; and The Boy Who Challenged the Stars is a Greek myth. With the exception of the Mexican folktale, the producers have attempted to narrate each story with authentic dialects. Running time is ten to fifteen minutes.

Discussion guides accompany each folktale. Each guide contains how to present the program, a summary of the filmstrip, pre-viewing discussion, questions for follow-up discussion, classroom activities, a bibliography, a script of the text, and a listing of other elementary filmstrips.

"Folklore should be studied because it is interdisciplinary--it tells people about other people in other ages and how they fused imagination and language into a living, sustaining art form" is the stated rationale. It intends to impart a particular view of a content area and is the result of a clearly described task analysis.

Learner verification consists of excerpts of testimonials from various school districts and appears in a separate publication.

Product Usableness
Discrimination and bias are either carefully avoided or not a consideration because of the folktale genre.

The analysts found an easily corrected inaccuracy in John Henry: An American Legend. They found omissions from the script on pages 19, 20 and 22. Therefore, they gave an average rating to care in editing, but they gave high ratings to the components of clarity, prose, grammar, economy of language, interest, and film and record quality. Sound and its reproduction was deemed average because the quality of the cassettes is superior to that of the records. The design of the package and the fit of the parts was considered average because two spaces for both filmstrips and cassettes were provided for only one. All other attributes such as durability, manageability, and distinguishability of packaging were very good as were all phases of labeling. The price was justifiable.

The producer recommends that teachers review the entire program (filmstrip and discussion guide) before using any part, and this would probably entail one-half hour or more preparation time.

Goals and Objectives
The general goal is to stimulate discussion of cultural diversity, social origins and functions of folktales, plus introductory concepts of American History. This is stated on page 25 of the Discussion Guide accompanying The Hope Tree of Harlem. Objectives can only be implied from the annotated bibliographies at the end of some guides (i.e. Tayo--introduces students to West African Culture).

Goals and objectives are designed to introduce students to a survey of other cultures and emphasize verbal, literature, cognitive, social, and affective skills at a basic complexity level.

The goals concern the use of materials in a traditional classroom using a didactic and an experiential approach.

Scope and Sequence
Flexible, broad, and in depth, the specified scope emphasizes the acquisition of verbal knowledge, literature skills, affective understandings on basic and middle levels of complexity. Cognitive skills, social understandings, and valuing emphasize basic, middle, and advanced levels. The scope reflects the need to introduce students to different cultures and traditions. Limited related materials are described but not specified.

The sequence of presentation is left entirely to the user.

Methodology
Didactic and experiential, the specified methodology would be useful in a traditional classroom. The teacher determines the pacing of students through the materials and the choice of activities. Active participation is required of the students. There are limited provisions for individual differences in the classroom activity section of each guide. The skills and knowledges taught are the same as for the scope and rise to the same levels of complexity. The learning environment is closed.

Evaluation
Only individual sound filmstrips have evaluative measures. These depend upon teacher judgment of students' behavior and/or product and afford immediate feedback for the teacher. They consist of comprehension discussion questions and classroom activities. The same skills and knowledges emphasized by the scope and the methodology to the same levels of complexity underlie these questions and activities.

ELEMENTARY FOLKTALE SERIES Guidance Associates
(continued)

Overall Comment
The scope of the content seems to be concentrated on attainment of the goals; the methodology seems adequate; and the evaluation procedures are measures of some aspects of learning which go into the attainment of the goals. The analysts, however, found the methodology inadequate because it gives such limited provisions for individual needs. They found the goals, scope, and evaluation procedures appropriate.

The analysts felt that this would be an effective program for intermediate grades. The strength of the program is that it can be used in either literature or social studies. In their opinion, the program could be utilized in ways unmentioned by the developers. It could be used in an open classroom, in learning centers, or in individualized situations by the preparation of task cards. They envisioned it as motivational device in a reading unit on folklore or for poor readers. Their only complaint was that the Mexican tale did not use dialect as did the others. The analysts recommend the cassette versions.

Both analysts rated the Elementary Folktale Series 17 on a scale of 1 (low) to 19 (high).

*THE POETIC EXPERIENCE

Guidance Associates

Adopted materials:		Publisher's Price:	
Gr. 8	*THE POETIC EXPERIENCE	2 fs/2 rec	37.50
		2 fs/2 cass	41.50

Copyright: 1969, 1971

Curriculum Role: Language Arts

Publisher's Grade Level: 8

Student Audience: Not specified

Instructional Approach: Poetry

Emphasis: Appreciation and Understanding of Poetry

Related Materials: Not mentioned

General Description

The Poetic Experience is a two part, sound filmstrip which presents an introduction to poetry and some of the basic terms used in talking about poetry.

The rationale, as explained by author William Kushner, is to introduce the student into the world of poetry as a voyage into the imagination, on the one hand, and into the precise use of language, on the other.

A discussion guide accompanies the program. It includes an explanation for presenting the program, an Introduction, how to use the filmstrips, information about the poems, questions to help guide discussions, a bibliography, and the script.

The following is a list of the poems included in the program: "Sonnet 18," William Shakespeare; "maggie and milly and molly and may," e.e. cummings; "Song of Myself," Walt Whitman; "The Young Ones, Flip Side," James Emanuel; "The River Is A Piece Of Sky," John Ciardi; "Constantly Risking Absurdity...", Lawrence Ferlinghetti; "The First Lesson," Philip Booth; "What Is Poetry?", Eleanor Farjeon; "The Subway," C.K. Rivers; "A Noiseless, Patient Spider," Walt Whitman; "From Letters Found Near A Suicide," Frank Horne; "The Red Wheelbarrow," William Carlos Williams; "The Wayfarer," Stephen Crane; "Tableau," Countie Cullen; "Ars Poetica," Archibald Mac Leish; and "Poetry," Marianne Moore.

Product Usableness

The analysts considered the content of The Poetic Experience accurate. Discrimination of any kind was not a consideration.

In terms of technical quality, care in editing, clarity of presentation, prose style, grammar, economy of language, interest for the target area, paper quality, quality of recording and sound reproduction were rated high. Average ratings were given to manageability of the box, fit of materials in the box, and all aspects of labeling. Design and durability of the box were considered poor as was justifiability of the price.

The author suggests in the discussion guide that the teacher become totally familiar with the content of the program before presenting it to the class. This would take more than a half hour.

Goals and Objectives

The goal, as specified on page 4 of the discussion guide, is "to present a simple and lyrical introduction to poetry and some of the basic terms used in talking about poetry."

The objectives, though only partially specified, are: 1) Introduce the student to aspects of meter and rhyme: 2) introduce the student to free verse in poetry; 3) introduce the student to the way in which words are used, and 4) introduce the student to simile and metaphor in poetry.

The goal and objectives emphasize verbal knowledge, subject skills, cognitive, social and affective skills, and valuing at basic, middle and advanced complexity levels. They concern use of materials in an open classroom or for individual prescription using discovery, inquiry or experiential approaches to learning.

Scope and Sequence

The basis for the scope as specified is the acquisition of the same knowledge and skills referred to in Goals and Objectives. Coverage is broad, in depth and fixed. Related materials are not mentioned.

The sequence is specified and is based on a progression from simple to complex concepts.

Methodology

The methodology, as specified in the discussion guide, is discovery, inquiry and experiential. It would be useful in an open classroom, for individual prescription or in a traditional classroom. It is aimed at imparting the same knowledge and skills referred to earlier. Active participation by the student is required. Pacing of the students is determined by the teacher who may supplement.

Evaluation

No diagnostic measures are provided. Any evaluation would be by teacher observation of student behavior.

Overall Comment

The analysts consider this material artistic and highly interesting for the target population. They feel it would be most effective with average or above average students. The teacher's discussion manual has clear instruction and good questions.

The Poetic Experience was rated 16 by both analysts on a scale of 1 (low) to 19 (high).

*THE WORLD OF MARK TWAIN		Guidance Associates	
Adopted materials:		Publisher's Price:	
Gr. 8	*THE WORLD OF MARK TWAIN	2 fs/2rec	37.50
		2 fs/2cass	41.50

Copyright: 1969

Curriculum Role: Literature

Publisher's Grade Level: Non-graded

Student Audience: Unspecified

Instructional Approach: Sound Filmstrips

Emphasis: Biography, Selections from Mark Twain's Writings

Related Materials: Unspecified

General Description

This audio-visual kit contains biographical information about Mark Twain, The World of Mark Twain, developed by Guidance Associates, a subsidiary of Harcourt Brace Jovanovich, Inc., is told in two parts. Part I covers his birth to young manhood. Part II depicts his life in the west (Nevada and California) until his death. There are references to and selections from Twain's books and stories as well as allusions to his sense of humor. The narration is accompanied by a musical background. Both record and cassette versions are available, as is a teacher's guide. This analysis was done on the records, and no guide was supplied.

Implied by the characteristics, the rationale seems to be that the audio-visual medium is an excellent way to present a biography and to stimulate students to read and appreciate Mark Twain's works and his humor.

Product Usableness

Since these are literary references to period pieces, stereotyping is not a consideration.

The packaging and labeling appear to be average. However, other technical qualities such as care in editing, clarity, prose style, grammar, economy of language, interest level, film, record, recording, and sound reproduction seem excellent. The content is accurate.

Guidance Associates usually suggest a preview of the filmstrips before presentation to the students. Other preparation would depend upon the use of the product.

Goals and Objectives

It is difficult to assess goals without a teaching guide, but the analyst surmises the following goals from the content: to present biographical information about Mark Twain, to introduce the literature of Mark Twain, to show how an author's style is developed by his life, and to enrich the presentation through the use of audio-visual media.

Extrapolating from other programs by this producer, objectives are probably fully specified in a discussion guide which also includes questions and audio script.

Scope and Sequence

The scope covers the narrow area of one author in depth and implies the need for broad behaviorial patterns. The content furnishes information leading to the acquisition of all skills (verbal, literary, cognitive, social understanding, and affective) from basic to advanced levels of complexity.

Sequencing of the filmstrips is necessarily specified by the nature of the media. Progression is based on a chronological ordering of content and depends upon the relationship of Mark Twain's life to his writing.

Methodology
No methodology can be labeled or described without the teacher's guide.

Evaluation
The guide most likely contains discussion questions, but it was not supplied to the analyst.

Overall Comment
The product is of high interest and quality. The analyst suggests that this motivating and enjoyable program would enrich literature for fifth, sixth, and seventh grade students as well as for the eighth grade for whom the state adopted the materials. The analyst also cites the excellent sound track and the presentation as assets for a literature program. The film strips were found to be very well done and the musical background pleasant. It is recommended for use in learning centers or for traditional viewing.

The World of Mark Twain was rated 14 on a scale of 1 (low) to 19 (high).

***MYTHOLOGY IS ALIVE AND WELL** Guidance Associates

Adopted materials: Publisher's Price:

Gr. 8	*MYTHOLOGY IS ALIVE AND WELL	2 fs/2 rec 37.50 2 fs/2 cass 41.50

Copyright: 1970

Curriculum Role: Literature

Publisher's Grade Level: 8

Student Audience: Unspecified

Instructional Approach: Sound Filmstrips

Emphasis: Mythology

Related Materials: Annotated Bibliography

General Description

Developed by Guidance Associates, a subsidiary of Harcourt Brace Jovanovich, Inc., "Mythology Is Alive and Well is a two part, full-color, sound filmstrip which introduces, in a light-hearted way, the major figures of the Greek pantheon."

That the gods were only names for aspects of nature-sky, space, earth, sea, sun-is the theme of Part One. It introduces the gods and goddesses who explained the mysteries of life to the ancients. Part Two treats the gods and goddesses of social and individual behavior.

The filmstrip is available with cassettes or records. A discussion guide accompanies the filmstrip with introductory and discussion material plus a script.

Product Usableness

Because of the nature of mythology, questions of bias, discrimination or stereotyping do not pertain.

Our analyst judged the design, safety and durability of the packaging as well as all aspects of labeling and film quality to be average. Other technical attributes were rated high. The price is average.

The producer suggests an overview of all materials before beginning the use of the filmstrip. Otherwise, preparation time is minimal.

Goals and Objectives

To give students an introduction to mythology and to show that myths are fables personifying natural phenomena are the goals as specified on page 7 of the "Discussion Guide."

Variable, the partially stated objectives are: to show the relationship of the gods, one to another, to portray what the gods meant to the people who created and worshipped them, to instill the idea that since the ancient myths can be viewed as natural phenomena, the social or individual behavior patterns which first evoked them still exist.

Verbal knowledge is a basic goal. However, these broad objectives emphasize literary, cognitive, social, affective, and valuing skills to an advance complexity level. These underlying purposes could well respond to individualized and open classrooms. The dicussion guide suggests didactic, discovery or experiential approaches,

Scope and Sequence

The basis for the scope encompasses the same levels of complexity as do the goals. Detailed and broad, the coverage is necessarily fixed due to the nature of the media.

Sequential development is thematic and depends upon conceptual interrelationships. Progression again depends upon the media.

Methodology
In the "Discussion Guide" both discovery and experiential approaches are implied. All skills and knowledges mentioned above are imparted to the same levels of complexity. Making no provisions for individual differences, pacing is determined by the materials while the modes of transaction are principally decided by the teacher with help from the guide. The learning environment is left to the user.

Evaluation
No diagnostic tools are included. Evaluative measures of each part are limited to discussion questions which rely on teacher judgment. Overall evaluative questions relate mythology to universal philosophies. Feedback, of course, is immediate for the teacher. Discussions lead to the understanding of all knowledges, as mentioned before, to an advance complexity level.

Overall Comment
The scope and methodology seem adequate for achieving the objectives while evaluative procedures seem to measure some aspects of reaching those aims.

Our analyst felt that the content would relate well to average and above average students, but perhaps not to slower individuals. It was felt the filmstrip would be effective if there were a goal lead-up, and the discussion was well led. The discussion questions supplied match the scope and objectives well.

Mythology Is Alive and Well was rated 11 on a scale of 1 (low) to 19 (high)

LITERATURE: USES OF THE IMAGINATION, by Alvin A. and Hope Arnott Lee — Harcourt Brace Jovanovich, Inc.

Adopted materials:		Publisher's Price:
Gr. 7	WISH AND NIGHTMARE	3.90
	CIRCLE OF STORIES: One	3.00
	CIRCLE OF STORIES: Two	3.00
	Teacher's Manual for each of the above textbooks	1.98
	*LP Record for each of the above	6.00
	Records not made available for evaluation	

Copyright: 1972

Curriculum Role: Literature

Publisher's Grade Level: 7-8

Student Audience: Slow, average, gifted

Instructional Approach: Poetry, Drama, Prose-Fiction, Prose-Non-Fiction

Emphasis: Romance, Tragedy, Irony, Comedy, Folk Tales and Legends, Songs, Plays, Short Stories

Related Materials: L.P. records; Annotated Bibliographies

General Description

State adopted for the seventh grade, Literature: Uses of the Imagination is comprised of three books, Circle of Stories: One, Circle of Stories: Two, and Wish and Nightmare. Circle of Stories: One iterates "recurring images of romance and tragedy." Circle of Stories: Two, covers irony and comedy in many types of literature. Wish and Nightmare includes "selections that range from folk tales and legends to children's songs, plays, and short stories arranged to disclose such commonly recurring elements as identifying the yearly seasons with the stages of life, and describing the world man wants to build (wish) and the world he wishes to escape (nightmare)." The books are paper bound.

One paperbound teacher's manual accompanies both Circle Stories; a separate one goes with the third book. These manuals provide "an introduction to the philosophy of the program as well as individual interpretations of selections, definitions of difficult or unusual words and phrases, suggested materials, and additional readings and activities." Student material is not reprinted in the manuals.

There are L.P. records for each book, which were adopted by the state, but which were not available for analysis.

All three books were compiled and developed by Hope Arnott Lee who is a former teacher for grades 7-12 from Dundas, Ontario, Canada. The specified rationale is to construct a systematic study of an art form. The systematic study is literary theory; the art form is literature (first paragraph of the "Introduction" in both manuals). This apparently grows out of a task analysis although no evidence is given, and is intended to impart a particular view of the content area and to apply a particular instructional approach.

The series was piloted in classrooms. There is reference to the testing program, but it is not elaborated.

Product Usableness

Regarding the characteristics of fairness, occupational and sectional discrimination are not a consideration; racial, ethnic, and religious bias are carefully avoided; but sexual discrimination is not avoided and mildly reflects stereotyped thinking. In Wish and Nightmare, Woman's Work, pages 11-16, emphasizes woman's role as mother. In the section on Heroes and Heroines, starting on page 105, the archetype heroine is Cinderella.

The analysts gave high ratings to care in editing, clarity, style, and economy of language and to all attributes of labeling. However, the interest for the target population was rated poor because the analysts felt that the concepts in the literary selections are too advanced for junior high students. One analyst rated the photography average because she felt that, although the colored photographs are excellent, the black and white ones are indistinct and blurry. The other analyst rated them excellent, feeling that the producers are trying to achieve an effect.

Both analysts concurred that there might be problems in some communities because of the religious selections, including Biblical excerpts. However, they believed that the author had included these to make a point which was not necessarily religious.

A teacher would probably have to spend more than a half-hour preparation time before each lesson.

Goals and Objectives

Page 7 of the teacher's manual to Wish and Nightmare expounds the overall goal of the program - "to educate the imagination."

Fixed objectives which specify the type of behavior expected are described on the front insert provided for the analysts. These material-selected objectives are: to "discover recurring character, story and image patterns, or archetypes", to "analyze individual variations in expressing archetypes", and to "discover the role of imagination in developing literature." More specific objectives can be implied from the teacher texts.

Reflecting both a discovery and an experiential approach which could well be used in an open classroom and responding to the need for broad behavioral patterns, these goals and objectives emphasize all skills and knowledges (verbal, literary, cognitive, social, affective and valuing) from a middle to an advanced level of complexity.

Scope and Sequence

The specified scope also reflects the need for broad behavioral patterns and the acquisition of all skills and knowledges to the same levels of complexity as mentioned. The broad, in-depth coverage is flexible. Content of the three books are somewhat different. Although all are thematic, Circle of Stories: One uses romance and tragedy; Circle of Stories: Two includes irony and comedy; Wish and Nightmare covers themes such as man's work, women's work, child's play, love, despair, protest, hope, gods, heroes and heroines, birth, death, rebirth, quest, etc. Extensive supplementary materials are suggested and described.

The sequence of the presentation for the product overall, and within each book, is hinted at by the developer. As organized, using the Circle books in order presents a "cyclic" approach. However, the author suggests that the teacher may use them together in another order by using a "dialectic" approach. The sequence is based upon a thematic order. Progression depends upon opportunities for open-ended development of generalizations and frameworks of key concepts.

The teacher chooses the variable entry points and routes which are differentiated according to student abilities, achievements, or interests for each book and for the product overall.

Methodology

The methodology allows for a didactic as well as for a discovery and an experiential approach in either an open or traditional classroom. It is aimed at imparting all the knowledges mentioned above plus perceptual-motor skills at middle and advanced levels.

Individual differences are taken into account with the teacher choosing the modes of transaction. Active participation by the students is required. Pacing of the students is primarily determined by the teacher who may supplement or curtail, but the time for completing the product is fixed by the producer: one year for Wish and Nightmare, one semester for each Circle book.

Evaluation

All diagnostic and evaluative measures are left entirely to the user.

Overall Comment

Selections directed toward the goals and objectives are presented throughout the books. The scope is concentrated on material leading to the acquisition of those goals while the recommended methodology is adequate for attaining them.

The goals, scope, sequencing, and methodology seemed quite suitable to the analysts. Both felt that, while the series is very well constructed and extremely interesting, the themes and concepts dealt with are too advanced for average or slow junior high school students. They recommended that the series be used with gifted eighth graders or with high school students.

The strength of the program, in our analysts' opinions, lies in the effort to present the same theme in a variety of selections, giving a student the opportunity to compare, contrast and draw sophisticated conclusions.

Both analysts feel that the themes dealt with are quite advanced intellectually. They cautioned the teacher to take care that their community is ready to deal with the themes of death and religion.

Literature: Uses of the Imagination was rated 14 and 16 on a scale of 1 (low) to 19 (high).

LITERATURE READERS, by Margaret Early — Harcourt Brace Jovanovich, Inc.

Adopted materials:		Publisher's Price:
Multi- Graded	MUCH MAJESTY (Second Edition)	4.20 t.e. 6.00
	WIDER THAN THE SKY (Second Edition)	4.20 t.e. 6.00
	FIRST SPLENDOR (Second Edition)	4.20 t.e. 6.00

Copyright: 1974

Curriculum Role: Literature

Publisher's Grade Level: 4,5, and 6

Student Audience: Slow, Average, Gifted

Instructional Approach: Poetry, Drama, Prose-Fiction

Emphasis: Classical Literature, Folktales, Poetry, Biography

Related Materials: Extensive materials are suggested and recommended as well as supplied with the product.

General Description

This series of hardbound texts was written by Margaret Early, et al, with a specified rationale as stated: "The reading program for children in the middle levels must provide time for the study of literature..." The series contains selections such as, fantasies, animal stories, literature of American heritage, humorous stories, poetry, intercultural stories, growing-up stories, and literature about authors.

Product Usableness

The analysts felt the content was accurate throughout. Characteristics such as racial, religious, sex, ethnic, or occupational discriminations were not a consideration since these are anthologies which represent most cultures and designed for both boys and girls.

The technical qualities that were applicable were rated high, such as, care in editing, clarity of presentation, prose style, grammar, economy of language, interest for target area, paper quality, printing quality, illustrations, binding, distinguishability of parts, and labeling. The price was thought to be justified. The analysts felt teachers would need more than a half hour of preparation time before each class session. The producer does not mention specific training for use of the product, just the love of good literature.

Goals and Objectives

The specified goal as stated in First Splendor is "to develop appreciation of literature and to promote recreational reading."

The objectives are fully specified, variable, and determine the type of behavior expected and the conditions under which it will appear. They are: 1) "Becoming aware of rhythm and word order in prose and poetry." 2)"Noting how language conveys tone, mood, and atmosphere. 3)"Understanding humor and simple forms of satire. 4)"Seeing a deeper level of meaning beneath obvious events and meanings. 5) "Distinguishing literature that has depth, from superficial writing. 6)"Identifying simple elements of writing style. 7)"To teach children how to read literature."

The goals and objectives stress verbal skills at the middle complexity level, subject skills, and affective skills and understanding at the basic and middle complexity levels, cognitive skills and processes and valuing at the basic, middle, and advanced levels with perceptual-motor skills at the basic complexity level.

The goals and objectives concern use of the materials in an open classroom, individual prescriptive situations, or the traditional classroom, using a discovery approach and/or an experiential approach to learning.

Scope and Sequence

The specified scope reflects the same knowledge and skills stated above with the exception of affective skills which are not included in the scope. Coverage is broad, in depth, and flexible.

The overall sequence is specified by the developer, while sequence within the units is only recommended. The entry point into the overall sequence is differentiated according to student abilities, as is the entry point into units or sections. Progression through the sequence is also differentiated.

Methodology

The specified methodology can be labeled discovery and experiential with emphasis on the same knowledge and skills at the precise levels as stated in Goals and Objectives. The methodology requires active, and at times passive participation by the students. Individual differences (abilities) are taken into account. Completion time is fixed (designed for a year, etc.), and pacing of the pupils is determined by the teacher who may supplement or curtail the program. The learning environment is left entirely to the user.

Evaluation

The evaluation is all "verbal" as the developers do not feel literature should be taught any other way. The evaluation is for student product or behavior and teacher judgement to determine subsequent learning activities. Emphasis on knowledge and skills is the same as stated above.

Overall Comment

The analysts felt the critical objectives were congruent throughout. The producer feels the teacher's close observation, enthusiasm, knowledge of literature, and the subject matter of the series make the evaluation method described a valid one.

The scope is excellent in this series. In each book, each unit begins with several illustrative stories which are used to teach the goals and objectives of the books. These are to be directly taught by the discovery method (with help given in the teacher's manual to elicit responses from students) with verbal responses. Following these stories are additional stories to be either assigned or contracted for on the basis of student ability. All stories are based on a reading level - difficult, average, or easy. The selection in all three books are carefully chosen according to criteria listed on page T5 of Much Majesty. Many suggestions are given in the teacher's manuals for all styles of teaching and all types of environments. Samples of contracts and task cards are given. Extensive lists of enriching materials are given also. How to set up a library center is described - as well as the school librarian's role. The teacher's pages are placed in the front of the book, with student pages in the back.

Both analysts rated the series 18 on a 1 (low) to 19 (high) scale.

SCOPE READING — **Harper and Row, Publisher's Inc.**

Adopted materials:		Publisher's Price:	
Gr. 8	REAL AND FANTASTIC	3.12	guide .78
	NOW AND ANY TIME	3.12	guide .78

Copyright: 1970

Curriculum Role: Literature

Publisher's Grade Level: 7-8

Student Audience: Educationally Disadvantaged - 2 to 4 years below grade level

Instructional Approach: A multi-cultural reading program

Emphasis: Folktales, Poetry, Biography, Original writing by contemporary writers, Contemporary Topics, Ethnic Emphasis

Related Materials: Extensive related materials are listed and recommended

General Description

The Scope Reading Series is a six-volume anthology series intended for use in junior and senior high school. It has grown out of a concern for the increasing numbers of young people for whom traditional texts and conventional courses of study in the language arts have not been effective. It has been designed to interest, to stimulate, and to motivate students who find no reasons, or lack the resources, to respond successfully to a traditional curriculum.

The state adopted the first two books in this series, Real and Fantastic and Now and Any Time. Accompanying each selection in the student's text are an introduction, objective questions entitled "Do You Remember?", discussion questions called "Reading and Thinking", and "The Way It's Written", about words. The teacher's guide for each book provides for each selection: a summary, suggestions for class preparation, answers to questions in the text, "Do You Remember?" answers and other comments for "Reading and Thinking", answers for "They Way It's Written", and many activities.

Product Usableness

This series is aimed at a multicultural audience. Its highly contemporary art aims to utilize student's interests to motivate more reading. Because of its nature, racial, religious, sexual, etc., discrimination are carefully avoided, and it does not foster stereotyped thinking.

Most technical aspects were judged average, with grammar, economy of language, and interest to the target population rated high. The price is reasonable. Teacher preparation time need not be a consideration--the analysts felt that less than half an hour would be reasonable. The content of the material is of high interest, but the format of the books is uninteresting.

Goals and Objectives

The goals of this series are to interest, to stimulate, and to motivate students who find no reasons, or lack the resources, to respond successfully to a traditional curriculum, and to stimulate reading appreciation in students reading two to four years below grade level.

The objective of this series is to provide quality writing by authors of distinction consistent with the interests and reading abilities of the students for whom these books were designed.

Goals and objectives emphasize subject skills at a basic level of complexity, and cognitive, social, and affective skills and valuing at basic and middle levels. They indicate a need for broad behaviorial patterns and current societal interests. Using an experiential approach, materials may be used on an open, individualized, or behavior modification situation.

Scope and Sequence
The scope is specified; its basis is the acquisition of skills and knowledges at the same complexity levels as stated above. Coverage is broad and flexible, in both the sections and the books. Sequencing within the books is left entirely to the user.

Methodology
An experiential methodology is specified in Scope Reading, to be used in open, individualized, or traditional classrooms. Knowledges and skills are imparted at previously mentioned levels. The methodology is clearly stated in the Teacher's Edition, lesson by lesson, but because effective preparation depends on the makeup of the class and the learning experiences going on concomitantly, they are suggestions, not prescriptions.

Students participate actively, being paced according to individual differences as determined by the teacher.

Evaluation
Evaluations of student's work is provided at the end of each story in the form of a comprehension quiz and discussions, which the teacher must subjectively evaluate. Skills and knowledges are evaluated at the same levels as in goals and objectives.

Overall Comments
These are contemporary selections concentrating on the interest of the target group. The analysts felt this material should be effective in the hands of a skilled teacher who would be able to stimulate and enter into group discussions.

Real and Fantastic was rated 13 on a scale from 1 (low) to 19 (high).

PAPERBACK MODULES from DESIGN FOR READING Harper and Row, Publishers, Inc.

Adopted materials: Publisher's Price:

Gr. 4	PAPERBACK MODULES 3-4
Gr. 5	PAPERBACK MODULES 5-6

Copyright: 1972 on Teacher's Guides--Books have previous copyright dates from 1962 to present

Curriculum Role: Literature

Grade Level: 3-6

Student Audience: Slow, average, gifted

Instructional Approach: Prose: fiction; Prose: non-fiction

Emphasis: Folktales, Biography, Original writing by contemporary writers, Contemporary topics

Related Materials: Extensive related materials are suggested and described

General Description

Design for Reading, as adopted by the state, consists of four reading kits (gd. 3--not available; gd. 4--Opening Doors; gd. 5--Departures; gd. 6--Shifting Scenes), each containing six full-length paperback books and a guide for the series, enclosed in a slipcase package.

The teaching suggestions for each of the six books is divided into three main sections: (1) Provides suggestions for discussions and activities through which the children may preview the book. This section may be the most important of the three. (2) Concentrates upon the many abilities to be developed while the children are reading each book. This section is divided into four sections,(A) general reading abilities, (B) abilities related to social studies, (C) abilities related to science, and (D) abilities related to literature. (3) Provides culminating activities.

The rationale for this series, by publishers Harper & Row, is that "The reading act must be a varied one if individual needs are to be met. Reading must be approached as a multi-level road--a path that encourages divergent thinking."

Product Usableness

The analysts found Design for Reading to be accurate throughout, and that characteristic discriminations were carefully avoided with one exception: There are seven books of myths or animal stories and eleven books about boys or men. There are no books about girls or women.

The analysts rated care in editing, clarity of presentation, prose style, grammar economy of language and interest for target population high. Durability of package, manageability of of package, and convenience of label locations was rated low. Other technical aspects were average. It was felt the kits would be better if the books were color coded as well as the slipcase if book titles were on the spine on the book, and if it were easier to remove books from, and return to, the slipcover.

Goals and Objectives

Specific goals are listed in each teacher's guide on page 3. Some of these are: To develop love for reading at an early age. To develop literary taste to such a degree that he will enjoy books of literary merit. To realize the importance of such story elements as characterization, mood, setting, style; and to evaluate these elements.

Objectives are listed specifically for each story in the teacher's guide. Overall objectives are: (1) To help children to experience the magical moment when he stops being a reader and becomes an active participant in a new and exciting world. (2) To teach children how to read. (3) To be alerted to the distinctions between forms of literature; (4) To develop a voluntary reading habit. (5) To enjoy reading.

Goals and objectives emphasize skills and knowledge at the basic, middle, and advanced levels in all areas (verbal, subject, cognitive, social, affecting, and valuing) except perceptual-motor, which is basic. They concern use in an open or individualized situation, reflecting didactic, discovery, or experiential approaches.

Scope and Sequence

Reflecting the same knowledge and skills, at the same levels, as stated in goals and objectives, the scope is fully specified. It reflects a need for a broad behavioral pattern, and is narrow, in depth, and flexible. Coverage within sections reflects this also.

Sequencing is mentioned by the developer as a progression from simple to complex concepts but is not oterwise stated. Entry points are differentiated according to student characteristics, and may be chosen by either the student or the teacher. Progression depends on the opportunities for open-ended development.

Methodology

No methodology is given although the guide does give suggestions and ideas for each story.

Evaluation

No evaluative measures are included or suggested.

Overall Comment

The analysts felt that goals and objectives were not met in this series because there was neither poetry nor drama in the kits they reviewed, and little student involvement was suggested. Otherwise they felt that the series was excellent for the narrow phases of literature that they covered. They felt the target population would enjoy the stories.

The analysts stated they would have rated this series higher if there was not such a lack of identification for girls and if more emphasis had been placed on other than contemporary literature (fantasy, mystery, historical fiction, etc.).

Rated 12 on a scale from 1 (low) to 19 (high).

SOUNDS OF LANGUAGE, by Bill Martin and Peggy Brogan Holt, Rinehart & Winston, Inc.

Adopted materials:		Publisher's Price:		
Multi-Graded	SOUNDS I REMEMBER	Paper 1.71	Hard 2.07	T.E. 2.07
	*Set of 8 cassettes	55.60		
	SOUNDS OF HOME	1.89	2.28	2.28
	*Set of 8 cassettes	55.60		
	SOUNDS OF A HOUND DOG	No price available		
	SOUNDS OF NUMBERS		2.88	2.88
	*Set of 10 cassettes	69.50		
	SOUNDS AROUND THE CLOCK		3.00	3.00
	*Set of 10 cassettes	69.50		
	SOUNDS OF A POWWOW		2.88	2.88
	SOUNDS OF LAUGHTER		3.18	3.18
	*Set of 10 cassettes for each above	69.50		
	SOUNDS AFTER DARK		3.03	3.03
	SOUNDS OF THE STORYTELLER		3.33	3.33
	*Set of 10 cassettes for each above	69.50		
	SOUNDS OF MYSTERY		3.60	3.60
	*Set of 10 cassettes	69.50		
	SOUNDS OF A YOUNG HUNTER		4.23	4.23
	*Set of 10 cassettes	69.50		
	SOUNDS OF A DISTANT DRUM		4.23	4.23
	*Set of 10 cassettes	69.50		
	SOUNDS OF JUBILEE	No price available		
	SOUNDS OF FREEDOMRING	No price available		

Cassettes not made available for evaluation

Copyright Date: 1966-1974

Curriculum Role: Literature

Publisher's Grade Level: K-8

Student Audience: Not specified

Instructional Approach: Poetry, Drama, Prose-Fiction

Emphasis: Folktales, Poetry, Original writing by Contemporary authors, Transformational Grammar

Related Materials: Suggested supplementary materials are available from the publisher

General Description

Twelve titles make up this literature series for grades kindergarten through eight. The rationale, as explained by Bill Martin, Jr. and Peggy Brogan, was to develop a total language and aesthetic experience. It was designed to enhance a child's use of language as a speaker, a listener, and a reader.

The teacher's editions are in two parts. The first part of the book is an annotated student text, the last section is all teacher information divided into two parts. The first part, "The Heart of the Program," explains the program. Part two has 117 pages of Teaching Strategies including reading aloud, figuring out how stories and poems work, figuring out how sentences work, transforming sentences, expanding sentences, figuring out how words work, developing skill in comprehension and cultivating literary and esthetic appreciation.

The cassettes were not available for analysis.

Product Usableness

The content of the Sounds of Language program was considered accurate.

Racial and sex discrimination were carefully avoided while religious, ethnic, sectional and occupational discrimination were not considerations.

All aspects of technical quality were rated high: care in editing, clarity of presentation, prose style, grammar, economy of language, interest for target population, paper, printing and photographic quality, binding and all aspects of labeling. The analysts considered the price fair.

Although the author mentions no specific training, the analysts felt before using the program the first time, a week or two of preparation would be necessary. They also believe about half an hour of preparation time would be required before each class session.

Goals and Objectives

The goal statements for the program, as specified in the teacher's edition, are "to inculcate and foster feelings of individual worth and high idealism. On the wings of words, man claims his identity with his culture. We must help children find access to those words. Explore and perfect multiple ways for unlocking print and enjoying the miracle of language."

Objectives deal with the following subjects: 1) Figuring out how words work; 2) Figuring out how print works; 3) Developing skills in comprehension; 4) Linking writing to reading; 5) Cultivating literary and aesthetic appreciation; 6) Developing sensitivity to three levels of language; 7) Developing sensitivity to humanness; 8) Recognizing that language works in chunks of meaning; 9) Reading aloud; 10) Innovating on literary structure; 11) Figuring out how stories and poems work; 12) Helping children verbalize; 13) Figuring out how words work; and 14) Innovating on sentence patterns.

These goals and objectives emphasize verbal knowledge, subject skills, cognitive skills, social skills and affective skills at basic, middle, and advanced complexity levels.

They concern use of materials in an open classroom or in connection with readiness. They reflect an inquiry and/or experiential approach.

Scope and Sequence

The basis for the scope, as specified, is the acquisition of the same knowledge and skills referred to under Goals and Objectives. The coverage is broad, and flexible. Suggested supplementary materials are available from the publisher.

Sequencing, as specified, is developmental, in order determined by the author that seems to progress from simple to complex concepts. Entry into the sequence is differentiated according to student abilities.

Methodology

The method of using this program is entirely up to the individual teacher.

Evaluation

No diagnostic or evaluative measures are supplied with the program or available from the publisher.

Overall Comment

The analysts felt the goals and objectives for the program were adequate. Although suggestions were given in each story for developing the objectives, it was felt the material would not accomplish the teaching of them.

The absence of evaluative measures was noted. It was felt that some instruments or questions should have been provided to assist the teacher in knowing how effective the material was.

The author feels variety of presentation of words, phrases, etc. on a page will assist students in decoding and create high interest. The analysts questioned the validity of that theory, wondering if rather than aiding decoding and developing interest, it won't merely confuse and annoy the student.

The analysts felt the author did not make adequate use of the wealth of excellent literature available. They felt this series could be used as supplementary, offering a different approach to literature and transformational grammar. They felt the teacher's edition was lacking in specific questions for comprehension and composition.

Sounds of Language was rated 5 by both analysts on a scale of 1 (low) to 19 (high).

HOLT IMPACT PROGRAM, by Charlotte K. Brooks Holt, Rinehart & Winston, Inc.

Adopted Materials:		Publisher's Price:
Gr. 8	I'VE GOT A NAME	1.38 t.g. .90
	AT YOUR OWN RISK	1.38 t.g. .90
	CITIES	1.38 t.g. .90
	LARGER THAN LIFE	1.38 t.g. .90
Not adopted:		
	Unit Package	78.60
	Record	5.22
	Classroom Library	31.50
	Preview cards for Classroom Library	1.05
	Teacher's manual for Classroom Library	.90
Adopted materials:		
Gr. 8	UNKNOWN WORLDS	1.50 t.g. .90
	CONFLICTS	1.50 t.g. .90
	SIGHTLINES	1.50 t.g. .90
	SEARCH FOR AMERICA	1.50 t.g. .90
Not adopted:		
	Unit Package	83.22
	Record	5.22
	Classroom Library	32.22
	Preview cards for Classroom Library	1.11
	Teacher's manual for Classroom Library	.90

Copyright Date: I've Got a Name, At Your Own Risk, Cities, and Larger Than Life, 1968; Unknown Worlds and Conflict, 1969; Sightlines and Search for America, 1970

Curriculum Role: Literature

Publisher's Grade Level: 7-8

Student Audience: Slow, average

Instructional Approach: Poetry, Drama Prose-fiction, Prose-non-fiction

Emphasis: Themes dealing with problem areas such as persecution, honesty, conflict, danger, etc.

Related Materials: Records, classroom library, preview cards and Teacher's Manual for classroom library.

General Description

Adopted by the state for the eighth grade, the Holt Impact Program, developed by Charlotte K. Brooks et al, has two levels with four paperback anthologies for each level, each accompanied by a softbound teacher's edition.

Level One consists of I've Got a Name, At Your Own Risk, Cities, and Larger Than Life; Level Two has Unknown Worlds, Conflict, Sightlines, and Search for America.

The specified rationale is "to involve in the process of education, students who, despite their physical presence, have for all practical purposes dropped out of school. It's strategy is to offer them the novelty of success where their past experience has been mainly failure and to build confidence along with language skills. "Meeting a current societal need, this series aims to impart a particular view of the subject matter."

This is a language arts program that tries to appeal to the student through 1)subject matter that deals with real conflicts, 2) selections featuring action, suspense, and lively conversation, 3) lessons centering on characters with problems, 4) illustrations that stimulate writing, thinking, and discussion, 5) activities that focus on the student's ideas and opinions, and 6) a skills program that builds confidence.

Each teacher's guide contains a general introduction to the series, suggested lesson plans and approaches, and related activities. The format for each lesson gives a presentation, a sample student worksheet, and follow-up. Student pages are not included.

Product Usableness

Certain stereotypes exist to make the stories meaningful. These selections contain many period pieces written to portray existing stereotypes. Although the authors have treated sex discrimination better than many series, there are more stories about boys than about girls.

All attributes of technical quality including clarity, prose style and grammar, labeling, paper quality, and photography were rated high. Only the binding was deemed average. The material was found to be accurate. The price was judged very good.

A week or two of preparation before using the product for the first time is probably the only major time segment required by the teacher.

Goals and Objectives

General and specified, the goals are to capitalize on the interest aroused through reading and discussion by providing suitable books for independent reading (to "hook" students on books), to replace failure experiences with success oriented activities, to emphasize how the student thinks and feels, and to involve the disadvantaged.

The variable objectives are fully specified in the Introduction of each manual. They are: 1) to teach the technique of character motivation and development while utilizing the basic reading skills of interpretation and evaluation, 2) to present the idea that words can change meaning depending upon the point of view of the speaker, and 3) to study the use of main ideas and supporting details. More specific objectives, although not in behavioral form, are found in each lesson plan.

All verbal, cognitive, social, affective, and valuing skills and knowledges underlie these goals and objectives, spiraling from basic to middle complexity. The inquiry method is emphasized and can be used in open classrooms or in individual prescriptive situations. Influenced by current societal interest in literacy, the goals respond to the need for broad behavioral patterns.

Scope and Sequence

Broad, in depth, and flexible, the basis of the scope is the attainment of all skills at basic, middle, and advanced complexity levels. Like the goals, the scope reflects the need for broad behavioral patterns and current societal needs. Coverage within units differs from the product overall because each book encompasses a different theme.

Related materials, such as a classroom library and records, were not adopted by the state.

Sequencing is left entirely to the user.

Methodology

The specified methodology is the inquiry method which would be useful in open or traditional classrooms and in individualized situations. It is designed to teach all skills and knowledges at basic and middle levels of complexity. The choice of activities rests mainly with the teacher in the program which makes provisions for individual differences and which requires active student participation. Pacing of the student is again primarily determined by the teacher for variable period of time. The organization, flexibility, and design of the learning environment is left entirely to the teacher.

Evaluation

All diagnostic and evaluative measures are left to the user except for one reference to composition as evaluation in I've Got a Name, page IX of the teacher's guide.

Overall Comment

According to our analysts, the loose structure of the evaluation seems to fit the product. The producers stress the value of the teacher molding the program around the individual. Both the scope and the methodology seemed especially appropriate for attaining the very suitable goals.

Special attention has been paid to the physical appearance of the anthologies. The Impact illustrations are planned for enrichment and offer possibilities for discussion, role playing, and composition and may be used in later lessons. All writing assignments are kept short with limited topics and are an integral part of the current literature program.

Both analysts found the content interesting, relevant, and exciting. They thought the series would be successful with average as well as slow students.

Both analysts rated the Holt Impact Program 15 on a scale from 1 (low) to 19 (high).

CONCEPTS OF LITERATURE, Kitzhaber

Holt, Rinehart & Winston, Inc.

Adopted materials:		Publisher's price:
Gr. 7	ELEMENTS OF LITERATURE	No price available
	PATTERNS IN LITERATURE	No price available

Copyright: 1974, 1968

Curriculum Role: Literature

Publisher's Grade Level: 7, 8

Student Audience: Average, gifted

Instructional Approach: Prose-fiction, Poetry, Drama

Emphasis: Selections from classical literature, folktales, poetry, original tales by contemporary authors, biography

Related Materials: Extensive related materials are suggested and described.

General Description

Concepts in Literature is a six-level program for junior and senior high school students. The state adopted Elements of Literature (grade 7) and Patterns in Literature (grade 8). It is based on The Oregon Curriculum: Literature I and II, published in 1968.

Included in Elements of Literature are: "What goes on in Literature", "Traditional Ballads", "Literary Ballads", "Fables, Parables, and Proverbs", "Mythology", "Folktales", and "The Short Story: Subject". Also included are seven art portfolios, "Questions for Discussion", "Understanding Words", "Suggestions for Reading", and "About the Authors". Patterns in Literature includes "Preview", "Narrative Poetry", "Lyric Poetry", "Autobiography", "The Short Story: Form and Point of View", "Drama", "The Novel", seven art portfolios, "Questions for Discussion", "Understanding Words", "Suggestions for Reading", and "About the Authors".

The teacher's guide includes information on the scope of the series, performance objectives, concepts, and instructional resources for each section as well as a synopsis of each story, teaching suggestions and a list of related materials.

The rationale is that the study of literature is a discipline--that it has value in and for itself, and that is has its own mode of operation and its own vocabulary; in every discipline certain key principles can be discovered, taught, and understood; and that the three basic concepts in the study of literature are subject, form, and point of view.

Product Usableness

Because the material in this series consists of literature and poetry, the subject matter often necessitates description of stereotyped behavior, with no explanations offered. Sex discrimination, however, is reflected as most stories and poems are male oriented and authored. The technical qualities of this series were all rated excellent (editing, prose style, grammar, interest to students, quality of paper, printing, etc.) except the binding which was average. The illustrations, especially in the art portfolios, are outstanding. The price of these books was not available. A half hour of teacher preparation time for each lesson is sufficient.

Goals and Objectives

Goals are fully specified in this series: (1) To introduce the concepts of subject, form, and point of view. (2) To introduce basic conventions and formal techniques of literature. (3) To enable students to recognize concrete and abstract subject. (4) To introduce "reservoir literature."

Objectives, also, are fully specified, the same for all students, and specify the level of performance expected. Skills and knowledges (verbal, subject, cognitive, social, and affective skills and valuing) are emphasized at middle and advanced levels of complexity, and concern use of materials in an open, behavior modification, or individual prescriptive situation, reflecting any type of approach.

CONCEPTS OF LITERATURE, Kitzhaber Holt, Rinehart & Winston, Inc.

(continued)

Scope and Sequence

The scope is fully specified--the basis is the acquisition of skills and knowledges as previously stated. The scope is broad, in depth, and fixed. There are extensive lists of related materials recommended. Sequencing within the books is left to the user, but implied because of the thematic arrangement.

Methodology

Methodology is specified, and can be given any label (didactic, discovery, inquiry, experiential) except programmed. It is useful in any type of classroom. It is aimed at imparting skills and knowledges at middle and advanced levels of complexity. Students must participate actively. No provision is made for individual differences, pacing, or time for completion--this is left to the teacher. The learning environment, also, is left to the user.

Evaluation

Evaluative measures included are the student discussions and written assignments, and are based on teacher judgment. No tests, as such, are included. Teacher evaluation should emphasize knowledges and skills at middle and advanced complexity levels.

Overall Comment

Instructions appear throughout the book and they are quite relevant to the attainment of the goals and objectives. The excellent treatment of the various aspects of literature, the wide range of selections, and the definite division of areas of learning all help this series to be effective. Students should relate very well to it, and enjoy it--it is excellent.

Rated 17 on a scale from 1 (low) to 19 (high).

INSTANT READERS, by Bill Martin, Jr. and Peggy Brogan Holt, Rinehart & Wisnton, Inc.

Adopted materials:		Publisher's Price:
Gr. 1	LEVEL 1 (Set of 10 titles)	22.95
	LEVEL 2 (Set of 10 titles)	22.95
	LEVEL 3 (Set of 10 titles)	22.95
	*Set of cassettes for each of the above	34.95
	Cassettes not made available for evaluation	

Copyright: All student books, 1970; Levels 1 and 2 Teacher Editions, 1971;
Level 3 Teacher Edition, 1972

Curriculum Role: Literature

Publisher's Grade Level: Primary and reluctant intermediate

Student Audience: Slow, average, gifted

Instructional Approach: Poetry, prose-fiction, and folk tales

Emphasis: Reading confidence and enthusiasm

Related Materials: Cassettes for each title

General Description

Designed for all primary youngsters and reluctant intermediate readers by Bill Martin, Jr. in collaboration with Peggy Brogan, the rationale for the Instant Readers is to "put a flow of language in children's ears and eyes and mouth, and fill their lives with the radiance of reading success." Pages 12-30 of each teacher's guide expound the rationale for this product, which meets certain societal needs. The task description basic to the organization is the result of a clearly described task analysis.

There are three levels of this program, each containing ten books. For each level there is an accompanying Teacher's Guide. This manual is divided into three parts: 1) Rationale of the Instant Reader Program, 2) Discussion of each title in the series, and 3) Follow-up activities for levels 1,2, and 3, Read along cassettes, with Bill Martin reading each book, are part of the program and were adopted by the state although they were not available for analysis. Each level of these story books comes separately boxed with titled book spines clearly visible.

Product Usableness

For some materials such as folk tales, rhymes, and jingles discrimination was not a consideration. In original materials, bias in sex, race, ethnic, occupation and sectional areas was carefully avoided.

A high rating was given to such technical attributes as care in editing, clarity of presentation, prose style, grammar, economy of language, interest for target population, paper quality, printing, and binding. Colored illustrations were rated high as was their reproduction. The analysts were unable to judge the quality of the cassettes since they were unavailable. Although the design and durability of the box were rated low because they were slippery and of flimsy plastic, high ratings were given to the manageability of the box, to the distinguishability of parts, and to the fit of the books into the box. The analysts rated the organization of label information and the convenience of label locations low because labels are inconveniently placed inside the front cover, and boxes lack labels. However, they rated the readability and the completeness of the labeling as high. They felt the price was highly justifiable.

In preparing to use these storybooks, the teacher would probably need some specific training along with a week or two of preparation before using the product the first time, although the producer does not mention specific training.

Goals and Objectives

The general goals of the Instant Reader program are to provide "wholebooksuccess concomitantly with reading instruction and to provide children with immediate visions of themselves as successful" and are specified in the Teacher's Guides.

Specified objectives, as listed on page 9 of each guide, are fixed and designate the conditions under which they will appear. These objectives are:

1. "Instilling children with the belief that they can read and at the same time providing them with materials that support that belief."
2. "Cultivating joyous familiarity with a corps of language models and book experiences that serve as a leavening to skill acquisition."
3. "Incorporating sensitivities to structure (rhyme, rhythm, phrase-sentence-and-story patterns) for purposes of decoding."
4. "Capitalizing upon familiar linguistic and cultural structures in launching children into reading."
5. "Involving children esthetically (as well as intellectually) in the printed page."
6. "Holding 'wholebooksuccess' as a basic purpose of reading instruction."

Specific behavioral objectives are intended to be teacher selected.

The emphasis of the goals and objectives is verbal knowledge, reading skills, cognitive skills, social skills and understanding, affective skills and valuing at a basic complexity level. For perceptual-motor skills, the emphasis is on basic and middle levels.

Responding to both broad behavioral patterns and current societal needs, the goals could well be used in connection with readiness determinations in individual prescriptive situations in an open classroom. A didactic, a discovery, an inquiry, or an experiential approach could be reflected by the goals and objectives.

Scope and Sequence

Like the goals and objectives, the specified scope is the acquisition of all skills and knowledges at the basic level of complexity while the perceptual-motor skills spiral to the middle complexity level. The scope also reflects the need for both broad behavioral patterns and current societal needs.

The broad and in depth coverage of these readers is flexible, allowing for student differentiation. Coverage for each level reflects the coverage overall, but the language patterns and symbolisms become comparatively more complex.

Sequencing for the product overall and for complete stories is left entirely up to the user.

The developer feels children should wander freely between levels. Within each story sequencing is structured, based on a developmental view of learning progressing from simple to complex concepts and dependent upon interrelationships in language.

Methodology

Useful in open or traditional classrooms, either individualized or developmental, the methodology is eclectic, including the didactic, discovery, inquiry, and experiential methods. The methodology is aimed at teaching all skills and knowledges at the basic level of complexity.

Active and passive participation by the child is required. Choice of activities and pacing are determined mainly by the teacher and make no provision for individual differences. The time allotted for this multimedia approach is variable.

Evaluation

All evaluative and diagnostic measures are left entirely to the user.

Overall Comment

Throughout the series, instruction relative to the attainment of the important objectives is presented. The coverage seems concentrated on information leading to the acquisition of critical objectives, and the methodology seems especially appropriate. For the target population, the goals, scope, sequencing, and methodology of these high interest materials seem suitable and quite satisfactory.

The analysts felt that the illustrations and variety of materials are alive with color, surprise,

INSTANT READERS, by Bill Martin, Jr. and Peggy Brogan Holt, Rinehart & Winston, Inc.
(continued)

and intrigue; that the texts were delightful and well written. If the methodology is followed, they feel a child will achieve "wholebooksuccess" quickly.

In summation, the analysts reported that these are not "easy" readers, but offer a challenge with built-in opportunity for much needed repetition. They feel this is an excellent series for all young readers.

Instant Readers were rated 15 by both analysts on a scale of 1 (low) to 19 (high).

SATELLITE BOOKS Holt, Rinehart & Winston, Inc.

Adopted materials:		Publisher's Price:
Gr. 2	SATELLITE BOOKS	1.35 each
Gr. 5	SATELLITE BOOKS	.99 to 1.74 each

Copyright: 1973

Curriculum Role: Supplementary Reading

Publisher's Grade Level: 2 and 5

Student Audience: Slow, Average

Instructional Approach: Prose Fiction, Prose Non-Fiction

Emphasis: Individualized Reading, Original Books

Related Materials: Holt Basic Reading Program

General Description
Original books by children's authors, selected titles from contemporary and classical literature, the Satellite Books were written to accompany the Holt Basic Reading Program to provide for individualization. The state has adopted levels 9-10 (grade 2) and 14 (grade 5). Each of the two units are packaged in an uncovered cardboard box. There are eight titles for grade 2 and twelve for grade 5. Study cards accompany each book suggesting follow up activities to strengthen reading skills and bibliographies including related books, television shows, pamphlets and other media.

All of the titles were not available for analysis. More significant to the reader of this analysis is the fact the teacher's manual was not available.

Product Usableness
An inaccuracy in content was noted on page 4 of The Boy Who Could Sing Pictures, level 14. A description of the Kings royal supper included turkey, which is native to North America. On page 7 of A Not So Ugly Friend, level 10, is a reference to earthworms eating plants, another inaccuracy.

All characteristics of discrimination were carefully avoided.

Care in editing and grammar were rated average due to the grammatical error on page 26, How Does It Feel To Live Next Door To A Giraffe?, level 9. A plural antecedent was used with a singular pronoun. Other attributes of technical quality rated average were clarity of presentation, prose style, economy of language and paper quality. High ratings were given to printing and photography quality and all aspects of labeling. Interest for the target population was considered low for levels 9 and 10; average for level 14. Binding, design, durability and manageability of the box were all rated poor. Justifiability of price was considered average.

No teacher preparation is required.

Goals and Objectives
The overall goal is to give children individualized reading experiences. No objectives can be listed. Perhaps they are in the teacher's manual which was not available.

Scope and Sequence
None apparent. Advise checking teacher's manual for verification.

Methodology
The methodology can be labeled experiential and would be most useful in an open classroom, for individual prescription or in a traditional classroom. It requires active participation by the students and takes their individual differences into account. The learning environment is up to the teacher.

Evaluation

The only method of evaluation known without seeing the teacher's manual is teacher judgment of the student's use of study cards.

Overall Comment

The analysts indicate for independent reading in levels 9 and 10 the books were dull and uninteresting using a controlled vocabulary. The illustrations, however, were bright, large and especially good for a paperback. The study cards to accompany these books were interesting for second graders, but not for independent reading. The factual material on ecology for level 14 was not particularly appealing and the prose selections were considered below fifth grade interest level. The study cards at this level were well written. They would test reading and comprehension and act as a springboard to oral discussion and writing opportunities.

Because all of the material, especially the teacher's manual, was not available, the analysts were unable to make an overall rating.

MOMENTS IN LITERATURE, by Phillip McFarland Houghton Mifflin Company

Adopted materials:		Publisher's Price:
Gr. 7	MOMENTS IN LITERATURE	5.31
	EXPLORATIONS IN LITERATURE	5.31
	Teachers Resource Book	1.77
Not adopted:		
	Duplicating masters - tests	18.00
	Poster package - including t. g.	6.00

Copyright: 1972

Curriculum Role: Literature

Publisher's Grade Level: 7-8

Student Audience: Average, Gifted

Instructional Approach: Poetry, Drama, Prose-fiction, Prose-non-fiction

Emphasis: Selections from classical literature, folktales, poetry, biography, original writing by contemporary authors, contemporary topics, ethnic or national emphasis.

Related Materials: A limited number are described and suggested.

General Description
This series of hardbound texts was written by Philip McFarland, et. al. containing a teacher's resource book for each text, with a specified rationale as follows: "A prevailing theme is the image of putting oneself in someone else's place and learning to look at life with a new awareness." The tests (duplicating masters), and poster package including a teacher's guide were not adopted.

Product Usableness
The content was judged accurate. Characteristics such as racial, religious, ethnic or occupational discrimination were carefully avoided. The analysts could not agree on the lack of women heroes and felt they should have been included. Possibly due to the literature being written prior to 1972 it was not a consideration. The binding and price was considered average, while all other technical qualities were judged high, including care in editing, clarity of presentation, prose style, grammar, interest to target population, printing quality, photographic reproduction, etc. The producer does not mention specific training or preparation time, but analysts felt it would take at least a half hour before each class session.

Goals and Objectives
The specified goals are: 1) To provide literature which is uniform in excellence, but with an appeal for students of varying interests and abilities. 2) "To encourage students to search for insights into life itself."

The specified objectives are: 1) "To stimulate a student's desire to read and whet his appetite for more reading." 2) "To present the role of setting in developing a mood of suspense." 3) "The understanding of plot, characterization, and setting, and the development of concepts of theme and point of view."

The goals and objectives emphasize verbal knowledge, subject skills, cognitive skills and processes, social skills and understanding, affective skills and understanding, and valuing, all at the basic, middle and advanced levels of complexity. Materials are designed to be used in an open classroom, using a didactic approach, a discovery approach, or an experiential approach to learning.

Scope and Sequence
The specified scope stresses the same knowledges and skills as stated above. Coverage is broad, in depth and flexible, allowing for individual differences.

The overall sequence is hinted at by the producer, while sequencing within units is left to the user. The introduction to each unit should be the same for all students, but the stories can be read in any order.

Methodology
The specified methodology can be labeled didactic, discovery, or experiential, for use in an open classroom or the traditional classroom. It requires active participation by the student and takes into account student differences. Emphasis is on the same knowledges and skills as previously stated. The mode of presentation is limited to the printed word. Pacing is mainly determined by the material, and at times could be controlled by the teacher who may supplement or curtail the program.

Evaluation
Tests are available separately from the producer but were not made available to the analysts, nor was any information as to their content.

Overall Comments
The analysts felt this was a fine collection of material which should promote active participation by adolescents of average or above average abilities.

This series contains thematic units of literature from many countries with selections ranging from ancient to modern. However, the publisher must become more aware of the importance of women as heroes.

General features of the program:
1) A general introduction to each unit by the authors, that provides a brief comment on the topic.
2) Short interesting headnotes for each selection.
3) Student-centered activities, questions, and possible composition assignments.
4) Word study for each prose selection.
5) Biographical notes about the authors and major artists represented in the text.

The analysts rated Moments in Literature and Explorations in Literature 16 and 17 on a 1 (low 19 (high) scale.

AFRO AMERICAN LITERATURE, by William Adams, et al — Houghton Mifflin Company

Adopted materials:		Publisher's Price:
Gr. 8	DRAMA	3.45 pap 1.80 t.g. .75
	POETRY	3.45 pap 1.80 t.g. .75
	FICTION	3.45 pap 1.80 t.g. .75
	NONFICTION	3.45 pap 1.80 t.g. .75

Copyright Date: 1970

Curriculum Role: Literature

Publisher's Grade Level: 8-12

Student Audience: Gifted 8th

Instructional Approach: Poetry, Drama, Prose-Fiction, Prose-Non-Fiction

Emphasis: Poetry, Biography, Original Writing by Contemporary Authors, Contemporary Topics, Ethnic or National Emphasis

Related Materials: None mentioned

General Description

This series on Afro American Literature has four student texts and a teacher's guide to accompany each. The author does not suggest a specific role in the curriculum. The analysts felt it could be supplementary to emphasize one topic or a major resource for a course in Afro-American Literature.

The rationale according to William Adams, et al, is to present interesting works by well-known and respected Afro-American writers.

Each volume in the series concentrates on one literature form and selections within the books are organized into thematic units.

In the teacher's guide is a brief analysis of the selections in each thematic unit. Two series of questions accompany each story. The first series, "For Discussion," is primarily concerned with theme and character. The questions are arranged in a teaching order that suggests a direction the discussion might take. Provided also are some possible answers students may give. The second series of questions, "For Composition," is more personal and requires students to bring their own thinking to bear upon the general themes of the stories. In each question a specific writing technique is clearly indicated.

A listing of the thematic units in each book can be found under Scope and Sequence.

Product Usableness

The content of the books was considered accurate. Racial discrimination was carefully avoided and other characteristics of discrimination were not considerations.

Care in editing, clarity of presentation, prose style, grammar, paper quality, binding, and all elements of labeling were rated high. An average rating was given to economy of language, interest for the target population, printing quality and photographic quality. The price was considered justifiable.

No particular training is required for use of this series.

In the opinion of the analysts, some of the writers included in this series might be considered controversial in some communities.

Goals and Objectives

The goal for this series is the same as the rationale: "To present interesting works by well-known and respected writers."

The objectives of this program can be implied from the format of the lessons: to compare and contrast viewpoints of authors on the same theme; to discuss concepts developed in each section; and to compose, using a specific writing technique.

The goal and implied objectives emphasize verbal knowledge, subject and cognitive skills at basic, middle and advanced levels of complexity. They concern use of materials in a traditional classroom and reflect didactic, discovery and experiential approaches to learning.

Scope and Sequence

The scope consists of fiction, nonfiction, drama and poetry. Stories in "Fiction" have been organized into thematic units: 1)"The Family", 2)"Black Soldiers," 3)"On Being Black", and 4)"Man Alone." Essays in "Nonfiction" are also thematic: 1)"Early Spokesmen", 2)"Black Identity", 3)"Black Experience", 4)"Civil Rights", and 5)"New Directions." The themes of the plays in "Drama" concern interracial conflicts. The thematic units in "Poetry" are: 1)"The New Day", 2)"Portraits in Black", 3)"Black Pride", 4)"African Heritage", 5)"Images of the South", 6)"The City", 7)"This Imperfect World", 8)"Ironic Moods", and 9)"Angry Voices."

The basis for this scope is the acquisition of the same knowledges and skills referred to in Goals and Objectives. Coverage is broad, in depth and fixed (each student is presented with the same content). Related materials are not mentioned.

Sequencing is left up to the teacher, but the authors seem to imply that selections within a section be read as a unit. The order in which units are studied is up to the teacher.

Methodology

Didactic, discovery and experiential methods are aimed at imparting not only the knowledge and skills referred to previously, but also social skills at basic and middle levels of complexity and affective skills and valuing at basic, middle and advanced complexity levels.

The methodology requires active participation by the students making little if any provisions for individual differences. Pacing of the students through the books is up to the teacher as is the learning environment.

Evaluation

No diagnostic measures are supplied and the only form of evaluation is the teacher's judgment of each student's work.

Overall Comment

The analysts felt the scope of the program is concentrated on information related to the attainment of the objectives. They consider the goals and objectives, scope, sequencing and evaluation adequate. The methodology should have made provisions for individualizing.

In the opinion of the analysts, this program could be used with gifted 8th graders, but would be most effective with high school students in either literature or social studies classes. They indicate that the readings in the books would be an excellent way of allowing students to get a glimpse of the reality of the Black experience. Another strong point is the author's conscious attempt to allow for differences in opinion by selecting readings which represent different points of view on the same issue or question.

Teachers should be aware that the teacher's guide is an excellent source for discussion questions that supplement the questions in the student text.

The analysts felt the authors should have presented more variety in activities other than discussion and composition.

Afro-American Literature was rated 15 and 16 on a scale of 1 (low) to 19 (high).

MULTI ETHNIC LITERATURE **Houghton Mifflin Company**

Adopted materials:		Publisher's Price:
Gr. 8	AFRO-AMERICAN AUTHORS, by William Adams	1.65
	ASIAN-AMERICAN AUTHORS, by Kai-yu Hsu	1.65
	AMERICAN INDIAN AUTHORS, by Natachee Scott Momday	1.65
	MEXICAN AMERICAN AUTHORS, Americo Paredes	1.65
	Instructor's guide for above	1.80

Copyright: 1972

Curriculum Role: Literature

Publisher's Grade Level: Non-graded (8)

Student Audience: Not specified.

Instructional Approach: Multi-Ethnic Literature - Anthology

Emphasis: Poetry, Drama, Prose, Fiction, Prose - Non-Fiction, Selections from classical literature, Biography, Original writing by contemporary authors, contemporary topics, Ethnic emphasis.

Related Materials: Extensive recommended related materials are suggested.

General Description
Multi-Ethnic Literature consists of four anthologies: Afro-American Authors, Asian-American Authors, American Indian Authors, and Mexican-American Authors. The rationale for compiling these anthologies is to provide the student with a more complete and balanced view of American literature and history. The large selection of multi-ethnic literature available now eliminates any excuses for the distortions of the past to continue. However, these selections have been chosen not for their propaganda purposes, but for their historical interest and literary excellence.

The selections in Afro-American Authors are arranged chronologically. They deal with a variety of themes and literary techniques: a variety of ways of the past, statements about the future of Black people in America, the Black man's pride in himself and his race, Black life in America today, the Black experience metaphorically or symbolically, and irony.

The literature in American Indian Authors, chosen from a variety of tribes, is presented in a chronological fashion although the structure is based more upon the period with which the selection deals than the time when it was published. It opens with a group of legends, the earliest form of American Indian literature, then describes, from an Indian point of view the many conflicts and learning experiences as Indians and whites came in contact with each other. The last half is devoted to contemporary writings, a blending of the old and the new.

The theme that runs through all the stories in Asian-American Authors is the finding of the authentic self, which means clearing away the stereotypes projected upon the individual and his ethnic group, then searching for what is really there. Authors see this group as existing in various ways: without identity, unable to see themselves, as self imprisoned, and as self realization and self identification seekers. This anthology covers a wide spectrum from particular Asian-American situations and experiences to more universal themes and concerns.

The purpose of Mexican-American Authors is to introduce students to various examples of Mexican-American literature, and, by implication, to the culture, heritage, and character of the Mexican-American people. The selections are roughly divided into three groups: folklore, romantic fiction, and current Chicano literature dealing with the problems they face in a highly technological and frequently inhospitable environment.

There is one Instructor's guide for all four texts. At the end of each introduction there follow questions and answers about the individual selections, suggestions for discussions and compositions, suggested readings, and additional materials.

Product Usableness
Material was judged accurate, and racial, sexual, religious, ethnic, etc., discriminations were not a consideration because of the nature of the material. Care in editing, clarity of presentation, prose style, grammar, and economy of language were rated good by the analyst; other technical aspects were average. Price was considered fair. The producer does not mention specific training, but about half an hour would be needed. Because of the subject matter, community relations should be taken into account before materials are used.

Goals and Objectives
Fully specified, goals are general in nature--to provide the student with a more complete and balanced view of the multi-racial and ethnic view, and the contributions of all Americans.

Objectives are partially specified, variable, and relate to the type of behavior expected and the conditions under which it will appear. They are: To have the student write or discuss the psychological effects of prejudice, to provide the student with a particular historical fact or view, to present to the student selections for historical literary views, and to present to the student different literary styles of various ethnic groups.

Skills and knowledges are at a middle and advanced level in verbal, subject, cognitive, affective and valuing skills, and at a middle level for social skills. Eighth graders may have some difficulty grasping some of the concepts. Open, individualized or eclectic situations, reflecting a discovery or experiential approach, are suggested.

Scope and Sequence
The basis for the scope is the acquisition of verbal skills at a middle level and all other skills (subject, cognitive, social, affective, and valuing) at basic, middle, and advanced levels of complexity. Coverage is broad, in depth, and flexible. There are many related materials suggested for each book.

Sequencing, whether in the choice of books or selections within the books, is left entirely to the user.

Methodology
Discussion questions are suggested, as are writing assignments. Otherwise methodology is left to the user.

Evaluation
No evaluative measures are supplied or mentioned other than discussions which should emphasize skills and knowledges as mentioned in goals and objectives.

Overall Comment
The critically important objectives are related to throughout the books. The analyst felt that these books should relate very well to average or gifted students. Some selections may relate to underachievers, but the reading may be difficult for them. Teacher judgment is needed for use of these materials because of the subject matter.

The Instructor's guide is well planned and helpful. Especially helpful are the supplementary materials listed.

Rated 13 on a scale from 1 (low) to 19 (high).

READING IS ONLY THE TIGER'S TAIL, A Language Arts Program, by Robert A. and Marlene J. McCracket

Leswing Press, Inc.

Adopted materials:		Publisher's Price:
Non-Graded	READING IS ONLY THE TIGER'S TAIL	5.95
	TIGER CUB READERS	Set - 8.64
	WHAT DO YOU DO?	.96
	WHERE DO YOU LIVE?	.96
	WHAT CAN YOU HEAR?	.96
	THE END	.96
	WHAT IS THIS?	.96
	ONE PIG, TWO PIGS	.96
	THE FARMER AND THE SKUNK	.96
	HOW DO YOU SAY HELLO TO A GHOST?	.96
	THIS IS THE HOUSE THAT BJORN BUILT	.96
	HAPPINESS READERS	Set - 39.14
	HAPPY THE HIPPO	2.98
	THE PURPLE SNAIL	2.98
	RICKY AND THE WHIRLWIND	2.98
	THE BOY WHO NEVER LISTENED	2.98
	LOOK THERE GOES PALE PINK PIG	2.98
	MITZI'S GOOD LUCK DAY	1.95
	CARAWAY SEEDS	1.25
	ALMOST JUST ALIKE	2.98
	BRAVE THE DRAGON	2.98
	THE BIRD AND THE TOAD	2.98
	THE RAVEN'S GIFT	2.98
	ONCE A FOOLISH MAN	3.27
	THE ASTRO BIKE	1.95
	FRIENDS ARE FOR HAVING	1.95
	A FOX IN THE FAMILY	2.98
	MAGIC OF THE GOLDEN GOURD	3.27
	MISTER MOTHER GOOSE	3.27
	THE BETHLEHEM MOUSE	3.27
	JULIUS CAESAR	3.27
	BATTLE OF WITS	2.98
	GARDEN OF MYSTERY	1.95
	RUSSIAN FOLKTALES	1.95

Copyright: 1969, 1970, 1972, 1973

Curriculum Role: Language--Literature

Publisher's Grade Level: K-9

Student Audience: Not specified

Instructional Approach: Prose--fiction

Emphasis: Selections from classical literature, folktales, original writings from contemporary authors, ethnic or national emphasis

Related Materials: Limited number are suggested and described but not specified

General Description

This series of paperback and hardbound books was written by Robert A. McCracken, et al, and is designed for any grade as stated by the author, but the publisher's foldout designates K-9. The teacher's manual is titled, Reading Is Only the Tiger's Tail. The Happiness Readers contains 22 non-graded texts, and the Tiger Cub Readers consist of 9 non-graded texts. The implied rationale is: "In teaching reading, early success is vital. It is vital because children want to read." Specific learner verification is not evident, though favorable comments from students and teachers who have used the materials were included in the teacher's manual.

Product Usableness

The analysts felt the content was accurate. The characters in the stories seemed to imply a program designed with mainly boys in mind. The women are either mothers or teachers and the men are dentists, doctors, etc. Other characteristics such as racial, religious, and ethnic discriminations were carefully avoided or were not a consideration, depending on the story. Only interest for target population and price were rated high, other technical qualities were rated average, such as, care in editing, clarity of presentation, grammar, prose style, economy of language, paper quality, printing quality, binding and quality of photography and illustrations. The organization of labels, readability of labels and convenience of labels were rated poor. Although the producer did not mention preparation, the analysts felt it would take at least two weeks to set it up and at least 30 minutes a day before each class session. Additional comments by the analysts were: "Teacher's manual is wordy and ambiguous. Paperbacks have a very poor binding, although the hardbound were rated good. Some of the books in the Happiness Readers are labeled RIOTT while others are labeled Happiness Readers and that is very confusing. Also, the authors state there may be some problems with parents because the program does not stress correct spelling, etc., and suggest you call the parents in to school and explain the program to them.

Goals and Objectives

The specified goal is: "To place primary emphasis on writing before reading and on the combined use of all language arts skills to support the development of reading proficiency." (Taken from the publisher's foldout.)

The objectives are specified as: 1) To enable students to think and communicate, to become aware of sounds in words. 2) To develop independent authorship. 3) To develop silent reading and discussion skills.

The goal and objectives emphasize verbal knowledges, subject skills, cognitive skills and processes, social skills and understandings, affective skills and understandings and valuing, all at the basic level of complexity. Material should be used in an open classroom or in connection with readiness determination using a didactic approach, a discovery approach or an experiential approach.

Scope and Sequence

The scope is specified and emphasizes the same knowledges and skills as mentioned above.

Coverage is narrow, in depth and flexible.

The overall sequence is specified by the producer, as is the sequence within units or sections. The sequence is based on a developmental view of learning and an order determined by some logic other than chronology, as determined by the teacher's manual. Entry points into the sequencing are differentiated according to student abilities. Progression through the sequence is based on the RIOTT program as shown in the teacher's manual.

Methodology

The specified methodology was listed in the teacher's manual as "Key Teaching Methods:" 1) Lap technique. 2) Sustained Silent Reading (SSR) 3) Discussions. 4) Journals. 5) Vocabulary Method. The methodology would be most useful in an open classroom, student developmental status or the traditional classroom, using a didactic approach, discovery approach, or experiential approach. Emphasis is on the same knowledges and skills, and at the precise complexity levels as stated above.

The methodology requires active participation of the student, takes individual differences into account, and is limited in choice or activity by the materials.

Evaluation

No diagnostic or evaluative materials are supplied with the product, but the producer does describe the evaluation needed to assist the teachers in setting up their own measures which should include observations of skill development and students' attitudes toward reading.

Overall Comment

The analysts disagreed with the authors who state "the program can be used in any grade level from K-9." The program clearly is designed to teach beginning reading to students and would only be effective with levels K-2, and then only with children from a middle class background. The higher level books which are included are really superfluous to the program. The analysts stated the program would be less effective with children who are having definite reading difficulties. They felt the language experience approach would be very effective and exciting to beginning readers.

The analysts rated the RIOTT Reading Series 5 and 6 on a 1 (low) to 19 (high) scale.

BLACK GIBRALTAR, by Leona Welch — Leswing Press, Inc.

Adopted materials: — Publisher's Price:

Gr. 8 BLACK GIBRALTAR — No price available

Copyright: 1971

Curriculum Role: Literature

Publisher's Grade Level: None specified

Student Audience: None specified

Instructional Approach: Poetry

Emphasis: Poetry, Original Writings by a Contemporary Poet, Contemporary Topics, Ethnic

Related Materials: None mentioned

General Description

A single 75 page paperback book, Black Gibralter explores the themes of Black pride, the search for Black identity, and the universal need for human love and touch. In the words of Leona Nicholas Welch, the author, "I write not only for myself, but because I have something to share with others. I believe in people. Everyday people. Ordinary people. Plain people. I see numerous reasons for the corruption and moral landslide in our world today, but, of all these reasons, I see one superseding all others. We are forgetting how to love people.... This is why I write." Her poems, according to the analysts, speak out of her self in the rich idiom of a Black woman writing about Black people and the world they live in. Some of the poems laugh, some wink and smile; others cry and then try to laugh again. Sometimes her poems fight hard, tough fights for human rights and human dignity.

There is no teacher's manual.

Product Usableness

The point of content accuracy is not applicable. Characteristics of discrimination are difficult to evaluate because the poet makes no attempt to prevent stereotypes. This is an honest writing of her feelings of love, anger and frustration from the black communities point of view.

Attributes of care in editing, clarity of presentation, style, interest for the target population and quality of illustrations were rated high. The analysts say the illustrations, by Doug Noble, are haunting and subtle and reflect the submerged anger and love of the poet. Average ratings are given to paper and printing quality and binding. No price is available.

No specific training is suggested by the publisher, but certainly a teacher would need to read the poems and spend time incorporating them into the curriculum.

Goals and Objectives

Although no goals or objectives are provided for this book, the analysts feel the critical objective is to read the poems and to understand their universality as well as their definite appeal to the young black community.

Scope and Sequence

The basis for the scope is not apparent and the sequence of presentation is left entirely to the person using the book.

Methodology

The methodology is left to the teacher.

Evaluation

Any evaluation is left to the teacher.

Overall Comment

The scope of the content seems to be the position of the Black American in our white oriented society from a Black woman's point of view.

The analysts feel this is an excellent book for a multi-cultural experience as well as literature appreciation and poetry analysis. They recommend it for grade 8 or above and indicate it should provoke good discussions and stimulate creativity in writing.

Black Gibralter was rated 14 and 15 on a scale of 1 (low) to 19 (high).

MULTI-ETHNIC FOLKTALES Leswing Press, Inc.

Adopted materials:		Publisher's Price:
Gr. 4	AFRICAN FOLKTALES The Nosy Monkey The Turtle Who Wanted to Fly The Story of Kalulu the Rabbit How Anansi the Small Spider Fooled Lion and Elephant	36.00
	ASIAN FOLKTALES The Dancing Kettle Peach Boy Tongue-Cut Sparrow The Rabbit and Crocodile	36.00
	FABULAS LATINAS (in Spanish and English) A Mexican Folktale A Bolivian Folktale A Cuban Folktale A Puerto Rican Folktale	36.00

Copyright: 1973

Curriculum Role: Literature

Publisher's Grade Level: 4

Student Audience: Slow, average, gifted

Instructional Approach: Oral Story Telling

Emphasis: African Folktales, Asian Folktales, Fabulas Latinas (Mexico, Bolivia, Cuba and Puerto Rico) Folktales (in Spanish as well as English)

Related Materials: None mentioned

General Description

Multi-Ethnic Folktales consist of three kits, each containing four cassettes, four filmstrips, and a teacher's manual. Each filmstrip and cassette show and tell a folktale from the area in the title--Asia, Africa, or one of the Latin American countries (Mexico, Bolivia, Cuba, and Puerto Rico). In Fabulas Latinas the conversations are done in Spanish with English narration between the segments. An English translation is given in the manual. The Cuban Folktale, as well as the Asian and African folktales, are in English. The producer's (Leswing Press, Inc., San Rafael, Calif.) rationale for these kits seems to be that the United States is multiethnic and multicultural and that it is important that all children become acquainted with the richness of the world's cultural traditions. Most of these folktales use personified animals to reflect human behavior.

Product Usableness

Although these folktales show particular cultures, no discriminatory characteristics are shown--partly because of the subject matter and partly because of the personified animals used in most cases.

Technical aspects of this series were considered excellent (editing, prose style, language, interest for students, quality of reproduction, etc.) except for the packaging. This was considered average, with fitting of parts into the case considered poor. The price was considered average. Teacher training was not mentioned by the producer, but analysts felt the teacher would need to see and hear the stories in order to develop an introduction and questions for class discussion.

Goals and Objectives

Implied goals are that many elements in folktales are international; they tend to illustrate cultural values and universal human experiences; and to help provide children with a cultural framework and an understanding of literary patterns. Objectives are left entirely to the user.

Skills and knowledges (social and affective skills and valuing) are at a basic level. They concern use in an open classroom using an experiential approach.

Scope and Sequence
There is no apparent scope, and no sequence--folktales may be given in any order.

Methodology
Methodology is left entirely to the user.

Evaluation
There are no evaluative or diagnostic measures in the program.

Overall Comment
The folktales are interesting and well told, and children probably will enjoy them. They should help make children aware of other cultures and their contributions, as well as the contributions of a storyteller. They should initiate and foster the desire to tell stories in an interesting fashion.

The analysts felt a definite need for a better teacher's manual, including suggestions for classroom use, discussion topics, supplementary materials, and ideas for extending concepts.

Rated 10 on a scale from 1 (low) to 19 (high).

*LISTENER CLASSICS SERIES — Listener Educational Enterprises

Adopted materials:			Publisher's Price:
Gr. 7	*A TALE OF TWO CITIES 9 cassette album		71.55
	*ADVENTURES OF HUCKLEBERRY FINN 6 cassette album		47.70
	*GULLIVER'S TRAVELS 5 cassette album		39.75
	*TALES OF MYSTERY AND SUSPENSE 5 cassette album		39.75
	*A CHRISTMAS CAROL 4 cassette album		31.80
	*FAMOUS ADVENTURE STORIES 3 cassette album		23.85
	*WORKS OF WASHINGTON IRVING 3 cassette album		23.85
	*MAN WITHOUT A COUNTRY 2 cassette album	15.90	15.90
	*O. HENRY SAMPLER 2 cassette album		

Copyright: 1969, 1970, 1973

Curriculum Role: Literature

Publisher's Grade Level: Non-graded (material appears 7th grade and higher)

Student Audience: Slow, Average, Gifted

Instructional Approach: Prose-fiction

Emphasis: Classical Literature, Biography

Related Materials: Unmentioned

General Description

This series of 9 sets of cassette tapes (39 tapes in all) was designed to present the great minds of all times on cassette tapes for readers and non-readers in such a manner that the pupil himself wants to read more and even compose higher quality works of his own. Vivid descriptions and impact of moral values are introduced, and raise a deep curiosity about the particular literacy work. A synopsis, vocabulary lists, discussion questions and multiple choice questions are presented in the study guide but no directions are given to indicate any plan for order of usage or how it is to fit into the classroom program. These tapes are produced by Accustifone Corporation.

Product Usableness

The analysts felt the content was accurate. Technical qualities such as cassette durability, durability of package, and readability of labels were rated average, while receiving a high rating were care in editing, clarity of presentation, prose style, economy of language, quality of recording, sound reproduction, distinguishability of parts and fit of parts into the package. The price was thought to be high but justifiable. The interest for the target population was excellent in that poor readers could listen to the tapes while good readers could listen to parts of the tapes and then read on their own. Characteristics such as racial, religious, sex or ethnic discrimination were not avoided because of selection of literature already written and presented in original script. The material is not intended to foster stereotyped thinking, however.

Goals and Objectives

The goal of Listener Classic Series is implied in the product as requiring rapt attention, new awareness, reading comprehension, and to stir responses from students.

The objectives are left entirely to the user.

The goals reflect the need to acquire verbal knowledge, subject skills, and cognitive skills at the basic, middle and advanced levels of complexity with social skills, affective skills and valuing at the basic level. The goals concern use of materials in an open classroom and individual prescriptive situations, using a didactic and/or experiential approach.

Scope and Sequence

The specified scope reflects the need for the same knowledge and skills as previously mentioned. The overall coverage is broad, in depth, and flexible.

The overall sequence is left to the user while sequencing within sections is specified, and is written in chronological order. Entry point into overall sequence is differentiated according to student abilities, with entry point into units or sections the same for all students.

Methodology

The methodology is implied by the characteristics of the product and can be labeled experiential, for use in an open classroom, individual prescription, and/or the traditional classroom. The methodology stresses verbal skills, subject skills, cognitive skills, social skills, affective skills and valuing at the basic, middle and advanced levels of complexity. The methodology requires active participation by the students, and provides for individual differences. The time for completion of the material is variable (adjustable to the learner's rate) and allows for branching and recycling.

Evaluation

There are unit tests provided but no other evaluative or diagnostic measures. The tests provide feedback the next day to both teacher and student. The emphasis is on verbal, subject and cognitive skills at the basic, middle, and advanced complexity levels, with social skills, affective skills and valuing at the basic complexity levels.

Overall Comments

The analysts felt the critical objectives are congruent throughout. The evaluative measures need to be extended through teacher and student ingenuity. The price of the tapes might be an objection. Schools may decide to purchase a set to be placed in the library for all teachers' use. The analysts felt it would be a fine way to present the classics to adolescents, creating an interest which might not otherwise be forthcoming.

This series is prepared in episodes so that all or any portion of the story may be heard during one or more class periods. When the child's interest has been aroused he may be requested to complete the book as a reading assignment. It can also be an entire presentation on the tapes. All tapes are produced with precise loyalty to the original. All dramatizations are full multi-voice productions underscored with music and special effects performed by professional actors of radio fame. Every selection is structured to encourage classroom involvement. Some of the tapes contain overviews about the lives of the authors of the literary works, which tends to authenticate the materials about which they write.

Teacher's guides are provided for major works only. Each contain: 1) A chapter - episode reference. 2) A vocabulary. 3) Questions for discussion and/or composition. 4) An objective test containing 10 multiple choice questions and answers.

A great program with which to study the classics.

The analysts rated Listener Classic Series 15 and 16 on a 1(low) to 19 (high) scale.

*AFRICAN LEGENDS AND FOLKTALES		Macmillan Library Service
Adopted materials:		Publisher's Price:
Gr. 5	*AFRICAN LEGENDS AND FOLKTALES 6 color-sound filmstrips	58.00

Copyright: 1969

Curriculum Role: Literature

Publisher's Grade Level: Nongraded

Student Audience: Not specified

Instructional Approach: Audio-visual presentation of African folktales

Emphasis: Ethnic folktales

Related Materials: Suggested, but not specified

General Description

African Legends and Folktales is a kit of six filmstrips, two long playing records which tell the folktales as they are being shown, and a Teacher's Guide. The guide gives general ideas of what might be done both before and after the tales, but gives no specific suggestions. (e.g. "They might play some African games.")

The rationale seems to be to broaden the knowledge of Africa by presenting some aspects of its unwritten literature.

Product Usableness

Considered accurate by the analysts, they felt these West African stories show some racial stereotyping because of the nature of the material. They are period pieces used as period pieces, mostly using animals in a humanistic way. They found the care in editing, clarity of presentation, prose style, economy of language, grammar, and quality of sound reproduction to be excellent and other technical aspects average. The justifiability of price was considered between average and high. Teachers should preview each folktale in order to prepare for class usage. No practical suggestions for discussions, activities, or related materials are given.

Goals and Objectives

Implied goals are very general: To introduce pupils to Africa and to present a few of the 250,000 unwritten tales and legends from Africa. Objectives are left entirely to the user, but might include: To compare African tales to those of other cultures and to teach some basic social concepts through stories and legends.

Goals and objectives emphasize verbal, social and affective skills, and valuing at basic and middle complexity levels. They respond to a need for broad behavioral patterns and current societal interests. They concern use of materials in an open classroom or individual prescriptive situation, reflecting a didactic or experiential approach.

Scope and Sequence

The basis for the scope is specified in the product. The same skills and knowledge are emphasized at the same levels as stated in goals and objectives, and they reflect the same needs. The stories give a narrow cursory and flexible coverage of the scope. Although it is suggested that related materials and activities be used, no specific information is given. Sequencing is left entirely to the user.

Methodology

No methodology is recommended.

Evaluation

No diagnostic or evaluative materials are included or suggested.

Overall Comment

The analysts felt that this series could be used to teach literature and folklore, and also in social studies if studying African cultures. "It is a fine literature appreciation program but needs an innovative teacher to really make it move into higher level thinking."

The teacher's edition would be more helpful if discussion questions and specific materials for enrichment were included.

Rated 10 on a scale of 1 (low) to 19 (high).

THE TEMPO SERIES, by The Bank Street College of Education Macmillan Publishing Co., Inc.

Adopted materials:		Publisher's Price:
Gr. 8	CHANGING	1.83
	SPEAKING OUT ON CHANGING	.48
	Teachers Guide for above textbooks	.90
	OFF-BEAT	1.83
	SPEAKING OUT ON OFF-BEAT	.48
	Teachers Guide for above textbooks	.90

Copyright Date: 1974

Curriculum Role: Remedial Reading

Publisher's Grade Level: 7-12

Student Audience: Slow

Instructional Approach: Poetry, Drama, Prose-fiction

Emphasis: Poetry, Original Writing by contemporary authors, Contemporary topics

Related Materials: None specified

General Description

Each of the two titles has an anthology of 30-40 selections including fiction, factual articles, poems, puzzles, cartoons, thought-compelling quotations, and photo-essays. The average reading level is 3.8. Other components of the program are a discussion-workbook with the emphasis on comprehension and thinking and a teacher's guide.

The teacher's guide is designed to help the teacher create the favorable situation necessary to motivate the underachieving reader. It gives a synopsis of each reading, discussion questions, and a guide for the rap sessions.

The rationale, as explained by William Hooks, et al, editors, is "to involve the jaded underachiever in a reading experience which in some way will be rewarding to him or her."

Product Usableness

The content was considered accurate. Characteristics of discrimination were either carefully avoided or not a consideration.

The elements of technical quality receiving a high rating were care in editing, clarity of presentation, prose style, interest for the target population and quality of photography. Average ratings were given to grammar, economy of language, paper and printing quality, and all aspects of labeling. A low rating was given to binding. The analysts felt the price was justified.

No particular preparation was required but it was felt about a half hour of preparation time would be required for each class session.

Goals and Objectives

The goal of the Tempo Series is to offer opportunities for students' reading levels to rise through their exposure to meaningful, absorbing, reading experiences so that their willingness to read, their interest in reading and, above all, their ability to think beyond the literal level about what they do read, will be enhanced.

A partial list of objectives are: 1) to understand literal facts read, 2) to interpret what is read, 3) to evaluate what is read, and 4) to comprehend word identification.

The goals and objectives emphasize verbal knowledge, subject, cognitive, social and affective skills and valuing at basic and middle complexity levels. At a basic level only, perceptual-motor skills are emphasized. They concern use of materials in an open classroom or for individual diagnosis and reflect discovery, inquiry and experiential approaches to learning.

Scope and Sequence

The basis for the scope, as specified, is the acquisition of the same knowledge and skills referred to under Goals and Objectives. Coverage is broad and flexible, that is, students may start at different points and cover different ground. No related materials are mentioned.

The sequencing is left entirely to the teacher.

Methodology

As specified by the authors, the methodology is discovery, inquiry and experiential. It would be most useful in an open classroom, for individual prescription, in developmental status or in a traditional classroom. It is aimed at imparting the same knowledge and skills mentioned earlier. The methodology requires active participation by the students, but makes little provision for individual differences. The learning environment is left entirely to the teacher.

Evaluation

No diagnostic measures are included in these books. Students written and oral work could be used to evaluate units of learning, based on teacher judgment only.

Overall Comment

The analysts felt the scope of the content was well matched to the attainment of the objectives. The goal and objectives, scope, sequencing, methodology and evaluation were all considered adequate. The stories are relevant and should be of high interest to the target population. The analysts indicate a child of any ability level would enjoy the reading selections. The teacher's edition is complete and has good suggestions for use with the target population. The analysts did notethat few, if any, Asian-Americans are depicted.

The Tempo Series was rated 15 by both analysts on a scale of 1 (low) to 19 (high).

LITERARY HERITAGE, by Dora U. Smith, et al — Macmillan Publishing Co., Inc.

Adopted materials:		Publisher's Price:
Gr. 7	STORIES TO ENJOY	1.20
	POEMS TO ENJOY	1.14
	READINGS TO ENJOY	1.08
	PLAYS TO ENJOY	1.05
	Teachers Edition of each of above	2.37
	STORIES TO REMEMBER	1.23
	POEMS TO REMEMBER	1.14
	READINGS TO REMEMBER	1.17
	PLAYS TO REMEMBER	1.17
	Teachers Edition of each above	2.37

Copyright: 1974, 1970, 1967

Curriculum Role: Literature

Publisher's Grade Level: 7-8

Student Audience: Not specified

Instructional Approach: Poetry, drama, prose: fiction, prose: non-fiction

Emphasis: Stories, plays, poems, readings

Related Materials: Not specified

General Description
This series consists of eight paperback books, four for grade seven (Stories to Enjoy, Plays to Enjoy, Poems to Enjoy, and Readings to Enjoy) and four for grade eight (Stories to Remember, Plays to Remember, Poems to Remember, and Readings to Remember). In the "Stories" and "Readings" books at the end of each selection there are sections for the students, which include "About the Author", "For Discussion" (Understanding the Story and Understanding the Art of the Writer), "Vocabulary Growth", and "For Composition". Following each play are "Talking about the Play" and "For your own Writing". Poems are arranged thematically (e.g. "Sounds Shape Poems", "Poems Tell Stories", etc.), with a brief discussion following each poem.

Teacher's Guides are the same as the student editions, with an insert at the end of the book. For each selection, or group of selections, there is a section on developing the lesson and another on class discussions. The authors' implied rationale seems to be that in reading, the student will find out about other people, places, things, and ideas, which will give him a better understanding of himself, his friends, and of human nature.

Product Usableness
The analysts found the material to be accurate, and discriminatory characteristics not a consideration due to the nature of the books. All technical qualities (editing, grammar, interest, quality of paper, printing, binding, etc.) were rated high with the exception of illustrations, which were average. The price was considered excellent, also. Teacher preparation time was not suggested by the authors, but analysts felt some time would be needed.

Goals and Objectives
Neither goals nor objectives are given, but there is an implication that all materials presented are for enjoyment, with the idea of developing the student's horizons in that he may get a better understanding of himself, his friends, and human nature through literature. In Readings to Remember the author states that his purpose is to bring out some important truths about human beings. Verbal, subject, cognitive, social, affective skills and valuing are all emphasized at middle and advanced levels, and reflect a need for broad behaviorial patterns. These books may be used with any type of classroom, especially those reflecting an inquiry or experiential approach.

Scope and Sequence
A broad, in depth, and fixed (the same material is supplied for all students) scope is implied in these books, emphasising the same skills and knowledges as previously stated.

No sequencing is mentioned, but selections in the books are thematically arranged.

Methodology
The methodology is specified, both in the work at the end of each selection and in the teacher's edition. A didactic, inquiry or experiential method is suggested, useful in either an open or traditional classroom. Again, skills and knowledges are emphasized at middle and advanced levels. Students participate actively, progressing through the material as the teacher determines. There are no provisions for individual differences except in the choice of selections.

Evaluation
No diagnostic or evaluative measures suggested or supplied.

Overall Comment
Although the analysts felt a need for stated goals and objectives, they felt that this series was excellent and that the variety of selections should appeal to junior high students of all levels. Some selections do contain difficult vocabulary and concepts for slow students. The wide variety within categories, however, supplies the teacher with a great deal of material for discussion and the implementation of the concepts. The discussion questions are interesting, as are the ideas for compositions.

Rated 17 on a scale from 1 (low) to 19 (high).

MAN, by H. B. Haupt, et al — McDougal, Littel and Company

Adopted materials: — Publisher's Price:

Gr. 7 MAN IN THE FICTIONAL MODE — Level I 6.15
MAN IN THE POETIC MODE — Level II 6.30
MAN IN THE EXPOSITORY MODE
MAN IN THE DRAMATIC MODE
Teachers Manual for above — 3.90
Each of the above titles in two volumes

Copyright: 1971

Curriculum Role: Literature

Publisher's Grade Level: 7-8

Student Audience: Slow, average, gifted

Instructional Approach: Poetry, Drama, Prose-Fiction, Prose-Non-Fiction

Emphasis: Poetry, Original Writing by Contemporary Authors, Contemporary Topics, Ethnic or National Origin

Related Materials: None mentioned

General Description
This program consists of four paperback books for each of two levels plus a teacher's manual for each level. Each of the four books has a separate theme--fiction, poetry, drama, and exposition. The student texts are limited to print and pictures; questions for discussion are in the teacher's manual.

The program was developed from the notion that today's students respond readily to contemporary literature because it offers them a present and shared experience. One of the greatest needs of today's students is to order and define their own experiences in our changing, often chaotic world; therefore, they respond most readily to the familiar.

The teacher's manual includes all four themes under one cover. They contain the following: 1) An introduction; 2) Explanation of the aims and arrangement of the material; 3) In Poetry and Drama, suggestions for creative use of the material; 4) In Drama, an extensive and intensive approach to the handling of improvisation in the classroom; 5) Brief interpretation of the selections where necessary; 6) Specific and general questions for discussion of each selection; 7) Questions or comments on each picture; 8) Suggestions for writing assignments; 9) Biographies of the writers, including other published works.

Product Usableness
With the exception of a spelling error on page 73, Man In The Fictional Mood, Book I, the content of the program was considered accurate.

The analysts indicate racial and religious discrimination were carefully avoided whereas sex, ethnic, sectional and occupational discrimination were not. In the 7th grade books the ratio of men to women authors and poets is 5 to 1. The period pieces tend to stereotype people, but this was really the purpose of the expository writing, to call attention to a facet of society that needed correction.

The technical qualities of care in editing, clarity of presentation, prose style, grammar, economy of language, interest for target population, and quality of photography were rated high. A rating of average was given to paper quality and binding. Justifiability in terms of price was considered average.

No specific training would be required to implement this program and about a half hour of preparation time would be required prior to each class session.

Goals and Objectives
Examples of specified goals are (1) to go directly to the meaning of a literary selection, (2) to bring some new insights, richness and creative energy into the literature program, and (3) to liberate students from themselves by making contemporary literature selections more accessible.

The aims of each unit are specifically stated in the teacher's manuals in the introduction to the unit. Behavioral objectives are not stated as such. Some examples of aims are (1) to promote student's thinking about the meaning of poetry, (2) to encourage writing of poetry, (3) to cast the class and produce a play, and (4) to evaluate character, plot, narrator, point of view, theme, irony, etc.

These goals and objectives emphasize verbal knowledge, subject, cognitive, social, and affective skills and valuing at basic, middle and advanced levels of complexity. They concern use of materials in an open classroom or for individual prescription, reflecting discovery and experiential approaches.

Scope and Sequence
The basis for the scope is the acquisition of the same knowledge and skills mentioned under Goals and Objectives. The coverage is broad, in depth and students may start at different points. There are no related materials mentioned.

Sequencing is left up to the teacher.

Methodology
The framework is so loosely stated on pages 8 and 9 of the teacher's manual, the analysts felt methodology was really left up to the teacher.

Evaluation
Any evaluation would be teacher judgment of the activities chosen.

Overall Comment
The analysts refer to this as an excellent series that is very well put together and highly motivating. The emphasis of the series is contemporary literature and it does not have the traditional look of a text. Outstanding works of art, including photographs by many of the world's greatest photographers, are juxtaposed with the literary selections.

The editors have designed this program with the idea of giving the teacher credit that he or she will decide what the need is and prescribe lessons in accordance with that need. Would be excellent for an innovative teacher.

Man was rated 16 by both analysts on a scale of 1 (low) to 19 (high).

***LITERATURE FOR CHILDREN SERIES - Four Filmstrips** Pied Piper Productions

Adopted materials:

Non-Graded

Series 1 - Story of a Book
Biography
Tall Tales
Fantasy
Series 2 - Animals
Distant Lands
Fairy Tales
Humor
Series 3 - Enjoying Illustrations
Historical Fiction
Myths
Adventure
Series 4 - Poetry
Haiku
Descriptive Words
Sounds of Poetry
Humorous Verse
Teachers Guide, Projectionists Guide, Pupil Follow-up,
Booklist: Library of Congress Cards for each series
Record or Cassette to accompany each filmstrip

Publisher's Price:

4 fs/4 rec	57.50 set
4 fs/4 cass	62.50 set

Copyright: 1970-1971

Curriculum Role: Literature--Library Skills

Publisher's Grade Level: 4-6

Student Audience: Slow, Average, Gifted

Instructional Approach: Poetry, Prose-Fiction, Prose-non-fiction

Emphasis: Folktales, Poetry, Biography, Original writings by contemporary authors, Ethnic and/or national emphasis.

Related Materials: Extensive materials are recommended and described with specificity

General Description

This system of filmstrips with supportive materials was designed by Bob Waterman, et al, with the specified rationale as follows: "The use of audio visual materials to create in children an interest in good literature and a desire to pursue more of the same at the library; to be able to relate this to their own attempts at creative writing." The rationale stated above reflects the need to impart a particular view of a subject matter, meet a certain societal need, and/or apply a particular instructional approach. The catalogue states "Learning verified self-checking activities on the filmstrip itself", but there is no more information than this statement.

Product Usableness

The analysts felt the content was accurate thoughout, though one cassette tape appeared damaged and would speed up in Series #2 "Humor." Children of many races, male and female, were photographed on filmstrips and due to the type of material presented, characteristics such as racial, religious, sex and ethnic discrimination is not a consideration.

Technical qualities such as quality of recordings, sound reproduction, cassette durability, safety of tape in cartridge, design of package, durability of package, fit of parts into package and completeness of labeling were rated average, while care in editing, clarity of presentation, prose style, economy of language, interest for target population, quality of photographic reproduction, and labeling were rated high. The analysts felt the price was high but justified by the quality of the material. They suggested a cooperative purchase by 2-4 teachers as each section can be used individually and would not cause a scheduling problem. Although the developer does not mention specific teacher training, the analysts felt the teacher would need time to prepare response sheets, set up display areas and some organizational time as required by most individualized programs.

Goals and Objectives

The specified goals are general in nature: 1)"To enable children to discuss the essence of all main categories of literature. 2)"Sample various styles of writing. 3)"Recognize books and authors too good to miss. 4)"Use all basic library skills. 5)"Relate literature to writing by creating stories and poems..."

The objectives are also specified, fixed, and imply the type of behavior expected and the conditions under which it will appear. Each filmstrip has its own objectives. Example: Series #3 1)"Children will be able to discuss some of the many ways illustrations contribute to the enjoyment of books. 2)"Children will be able to list at least 3 different ways illustrators can treat the same subject." Series #2 1)"Children will be able to discuss the plot, characters, and setting of the story. 2)"Children will be able to distinguish between fiction and non-fiction writing. 3)"Children can list characteristics of themes of animal stories. 4)"Children will be motivated to write their own animal stories."

The goals and objectives emphasize verbal skills, subject skills, cognitive skills and processes, social skills and understanding, and affective skills and understanding all at the basic, middle and advanced levels of complexity, with valuing at the basic complexity levels. The goals and objectives concern use of the material in an open classroom and individual prescriptive situations reflecting a didactic, inquiry or experiential approach.

Scope and Sequence

The scope is specified and reflects the same knowledges and skills at the precise complexity levels as previously stated. The coverage is broad, in depth, and flexible, touching many phases of literature with the 16 filmstrips and cassettes, and suggested books for future reading. Extensive supplemental materials are recommended.

The sequencing is left entirely to the user.

Methodology

The implied methodology can be labeled programmed instruction, inquiry, or experiential with emphasis on the precise knowledge and skills mentioned above. It requires active participation of the student and allows for individual differences. The mode of presentation is multimedia with pacing of students determined by the materials. The learning environment is left to the user.

Evaluation

The evaluation of segments or units is a comprehension check included at the end of each filmstrip showing student behavior or product usable by both the student and teacher with immediate feedback for both. Emphasis is on the same knowledges and skills a precise levels of complexity stated above.

Overall Comment

Congruence is found throughout the product. The analysts felt this to be an exceptional program for use as a learning center or student contract approach, providing excellent opportunities for creative experiences. It is a highly motivating series with an excellent choice of authors used. The publisher makes a statement of accountability: "We guarantee the average pupil will score at least 80% on the pupil follow-ups which measure all basic concepts and skills." The teacher's guide is a group of papers stapled together--first page gives the content, behavioral objectives, suggested discussion and activities, second page gives the text of the filmstrip in detail--frame by frame, third page gives identification and acknowledgments of illustrations, fourth page gives a book list for teacher reference.

The artwork on the filmstrips is excellent and should have a great deal of appeal to the students.

Both analysts rated Literature for Children 16 on a 1 (low) to 19 (high) scale.

VOICES, by Geoffrey Summerfield — Rand McNally and Company

Adopted materials:		Publisher's Price:
Gr. 8	THE FIRST BOOK	1.20 t.m. .60
	THE SECOND BOOK	1.20 t.m. .60

Copyright: 1969

Curriculum Role: Literature

Publisher's Grade Level: 7-8

Student Audience: Slow, Average, Gifted

Instructional Approach: Contemporary Poetry

Emphasis: Classic Poetry, Original Contemporary Poetry

Related Materials: None mentioned

General Description

"To offer fresh, exciting poems and a variety of stunning visual approaches which will involve students as never before" is the rationale for these two paperback books. Each book is an anthology of poems and pictures.

The teacher's manual explains that the poems were chosen "to provide a diverse range of voices that can and will speak to our students and to their condition" and to provide a "range of poetry ... designed to appeal equally to boys and girls". It goes on to explain the importance of the pictures, suggested poetry activities, notes on the poems and pictures and notes on the poets, translators, artists and photographers. One of the analysts indicated the teacher's manual is not very helpful to a teacher who is not very knowledgeable in poetry.

Product Usableness

The analysts found the overall content accurate. Characteristics of discrimination were not considerations. Page 2 of the teacher's guide gives possible insights saying "This is 'gutsy' stuff, which is not afraid to face up to the realities of life in today's world."

Care in editing, clarity of presentation, and readability of labels were given high ratings. Disagreement between analysts places interest for target population, binding, and other aspects of labeling between average and high. The quality of printing and photography was average and the quality of photographic reproduction was low. The price was considered justifiable.

The analysts feel knowledge of poetry is necessary before attempting to teach the program in depth.

One analyst thought the poetry discussions of modern poets might be touchy in some communities.

Goals and Objectives

The goals, as specified in the teacher's manual are 1) to get "hooked" on poetry, and 2) to explore pictures to develop a keener attentiveness, a sharper, more watchful eye of a visual repetition of something already there in words.

Implied objectives are: 1) to encourage students to explore and discuss the pictures and poetry; 2) to discuss pictures and poetry in terms of effects, in terms of the way in which they invoke or provoke us to organize, formulate, modify, and reconstruct our sense of life; 3) to read poems orally and silently; 4) to listen to poetry; 5) to write poetry; and 6) to explore literature (including poetry).

These goals and objectives emphasize cognitive, subject, social, affective and perceptual-motor skills and valuing at basic, middle and advanced complexity levels. They concern use of materials in an open classroom or for individual prescription and reflect discovery, inquiry and experiential approaches to learning.

Scope and Sequence
The basis for the scope is the acquisition of the same knowledge and skills referred to under goals and objectives. Coverage is broad, in depth and flexible, students may start at different points.

Sequencing is left entirely to the teacher.

Methodology
Because the goals and objectives are inferred, it is not possible to specify methodology.

Evaluation
It is up to the teacher to develop whatever methods of evaluation deemed appropriate.

Overall Comment
The analysts indicate the editor has brought a wide variety of poetry and authors for the student to study and enjoy. The goals and objectives are ambitious, but with sensitive teaching, one analyst felt they could be met. It was pointed out the "stunning visual" approach lacked vitality because the reproductions were all in black and white and were reduced too much to be effective. It was suggested the student text would be more complete if the biographical sketches in the teacher's manual were included. One analyst felt the books would relate in a limited way to slow and culturally disadvantaged students.

Voices was rated 9 and 16 on a scale of 1 (low) to 19 (high).

*AWARE Random House, Inc.

Adopted materials: Publisher's Price:

Gr. 4 *AWARE 79.50

Copyright: 1971

Curriculum Role: Poetry

Publisher's Grade Level: 4

Student Audience: Not specified

Instructional Approach: Poetry through a multi-sensory approach.

Emphasis: Poetry and original writing by contemporary authors

Related Materials: Extensive materials are suggested

General Description

This set of paperback books with accompanying activities was edited by Geoffrey Summerfield. It is an anthology of poetry and pictures with a multi-sensory approach. The rationale is to develop self-awareness and expression through poetry.

Product Usableness

The analysts found the content to be accurate. Characteristics such as racial, religious, sex or ethnic discrimination were not a consideration due to the nature of the product. Technical quality ratings were as follows: interest to target population, binding, cassette durability, design of package, fit of parts into package and labeling were rated average, while care in editing, clarity of presentation, poetry style, grammar, economy of language, paper quality, printing quality, and photographic reproduction were rated high. The price was thought to be average. The author does not specify training or preparation, but the analysts felt it would take at least a week to become familiar with the components.

Goals and Objectives

The specified goals are: 1) "To heighten the child's sensory perception. 2) "To lead him through the senses into poetry. 3) "To give him a strong sense of self."

The objectives are partially specified as: "The child will be able to understand through a more educated awareness, the senses of sight, sound, touch, taste, and smell through poetry."

The goals and objectives in this product emphasize verbal knowledge, subject skills, cognitive skills and processes, affective skills and understanding, valuing and perceptual-motor skills at the basic, middle, and advanced levels of complexity, with social skills at the basic level.

The goals and objectives reflect a discovery approach, and inquiry approach or experiential approach to be used in an open classroom or individual prescriptive situation.

Scope and Sequence

The specified scope reflects the same knowledges and skills as mentioned above. Coverage is broad, in depth and flexible.

The overall sequence and sequencing within sections is left to the user.

Methodology

The specified methodology can be labeled discovery, inquiry and/or experiential for use in an open classroom, individual prescription, student developmental status, and the traditional classroom. The methodology stresses the same knowledges and skills as stated in Goals and Objectives. It requires active participation and takes into account individual differences. The time for completing the materials is variable and pacing of students through the product is determined by the teacher who may supplement or curtail the program.

Evaluation
The only evaluative measures supplied with the product are questions after each selection which the student does on his own. The questions reflect the same knowledges and skills stated above in the form of student behavior or product, student logs or journals, and teacher judgements. The evaluation provides feedback to student and teacher immediately, daily, weekly and at longer intervals.

Overall Comments
The analysts felt the product was congruent, with interesting materials which were more suitable to high average or gifted youngsters, and not for slow learners. The teacher's manual is very clear and specific for all steps mentioned to obtain the goals and objectives. It contains many suggestions and a step by step approach to use of the materials.

Both analysts rated Aware 16 on a 1 (low) to 19 (high) scale.

THE BRIGHT HORIZONS PROGRAM, by Charlotte S. Huck, et al — Scott Foresman and Company

Adopted materials:		Publisher's Price:
Multi-Graded	BOOK 1	3.00
	BOOK 2	3.00
	BOOK 3	3.60
	BOOK 4	4.44
	BOOK 5	4.44
	BOOK 6	4.44
	Teachers booklet for each above	.18
Not adopted:		
	Notebooks for each Book 1-6	.66

Copyright: 1969

Curriculum Role: Literature

Publisher's Grade Level: 1-6

Student Audience: Gifted

Instructional Approach: Poetry, Prose-fiction

Emphasis: Folktales, Poetry, Biography, Selections from classical literature.

Related Materials: Limited number described and suggested.

General Description

This series by Charlotte S. Huck, et. al., is a collection of stories and poetry bound as an anthology series for use in teaching good literature and has a specified rationale as follows: "Reading is more than just identifying words. It is being able to think critically about what one reads--to react to printed words. A good reader analyzes and judges both the content of material and the style of writing." (p.1 of Teacher's Booklet for Book 1.) This is a set of six hardbound books, with accompanying teacher's booklet, designed for the gifted students who are comprehending material one or more years above grade level. Notebooks for each book were not adopted.

Product Usableness

The analysts felt the content was accurate. Characteristics such as race, religious, sex, ethnic, occupational and sectional discriminations are not avoided and foster stereotyped thinking because this series is a collection of period pieces. Technical qualities such as care in editing, clarity of presentation, prose style, grammar, economy of language, interest to the target population, and paper quality were rated average. The printing quality and binding were rated high. The analysts felt students in first grade would need a very good background in basic skills (no matter how intelligent) before they could master the Book #1 text. They also felt the high price was a factor. The producer does not mention specific training or preparation time, but the analysts felt it demands at least a half hour of preparation before each class session.

Goals and Objectives

The specified goals are: 1) "To develop skills necessary for the critical reading of literature and informational books. 2) To stimulate imaginations and fulfill the need for additional material beyond the teaching of basic readers."

The specified objectives are: 1) The pupil will read each selection independently. 2) The pupil will analyze and evaluate what he has read. 3) Pupils will develop standards against which they can ultimately analyze, judge, evaluate, compare, and contrast what they have read.

The goals and objectives stress verbal, subject, cognitive, social and affective skills and valuing at the basic, middle and advanced complexity levels, for use in an open classroom with a didactic approach, or possibly a contract basis.

Scope and Sequence

The scope reflects the same knowledges and skills as stated above. The coverage is broad, indepth and fixed.

The overall sequence is specified, as is sequencing within sections. Entry point is the same for all students with progression through the sequence differentiated according to student characteristics.

This collection of stories, some of which are entire unedited books, are of high interest and an enriched vocabulary. There is no attempt made to control the vocabulary. The collectors of materials have built in questions and have written into the materials the requirement that students keep a notebook containing their answers to these questions.

Methodology

The specified methodology can be labeled didactic, with emphasis on the some knowledges and skills at the precise levels as stated above. The methodology is outlined in each lesson for each story, making no allowances for individual differences or abilities.

Evaluation

Non is mentioned or included. However, it is recommended that students do the follow up exercises.

Overall Comments

The series as a whole contains good literature and could prove quite interesting if the students are not required to do all of the activities and questions, as they could prove uninteresting to gifted students. Illustrations, except for Books 1, 2, and 3 are sparse and the higher grade level materials are presented in a rather dry manner. Before each selection there is a short writing about the author which gives an insight as to his qualifications to write the selection. The teacher booklet is a stapled group of pages in which there is a summary of the book, a short paragraph summary of each selection, and some suggestions for points of special interest.

Bright Horizons was rated 9 and 10 on a 1 (low) to 19 (high) scale.

READ ALOUD ANTHOLOGY | Scott, Foresman and Company

Adopted materials:		Publisher's Price:
Gr. 5	READ ALOUD ANTHOLOGY (4 - 6)	No price available

Copyright: 1972

Curriculum Role: Literature

Publisher's Grade Level: Elementary

Student Audience: Slow, average, gifted

Instructional Approach: Stories and poetry to be read aloud

Emphasis: Selections from classical literature, folktales, poetry, biography, original writing by contemporary authors, contemporary topics.

Related Materials: Unmentioned

General Description

This series consists of nine (levels 13-21, approximate grades 4, 5, 6) anthologies the size and shape of spelling workbook. Each anthology consists of complete stories, poems, and selections taken from longer stories, which are meant to be read aloud to children. It is provided so that a teacher may have at his fingertips a choice collection of books, stories, and poems relevant to the children's interests and needs.

Although these anthologies are quite separate, they were meant originally to be used as a related component to the Scott Foresman Reading System.

Product Usableness

A wide variety of ethnic groups is represented in these anthologies, presented in a manner which avoids stereotyped thinking. Quality of paper, printing, and illustrations was considered average, but all other technical aspects were rated high. Analysts liked the large print and the distinctive color coded covers, but felt that the slick cover was difficult to manage. No price was available. No specific teacher training is needed. No teacher's manual was included.

Goals and Objectives

No teacher's manual was available, but in the manual for the entire Scott Foresman Reading System it states that the function of the anthology is to develop a better understanding of the written language. The flow of written language read aloud introduces phrasing, structures, vocabulary, and figures of speech beyond the language a child speaks and hears. Hearing literature read aloud creates a reservoir of language concepts from which a pupil draws cues to meaning in the reconstruction of new messages from written language that is read.

It is inferred that goals and objectives emphasize skills and knowledges at a basic level (verbal, subject, cognitive), and at basic, middle, and advanced levels (social, affective, valuing) of complexity.

Scope and Sequence

The scope is implied, at the same complexity levels as previously stated. Coverage in the series is broad and flexible, both in the series and in individual anthologies, sequencing is left entirely to the user.

Methodology

Methodology is left entirely to the user, except that the selections are to be read aloud.

Evaluation

Not included or mentioned.

Overall Comment

The analysts found that the content showed excellent editing for the target population, with a wide range of self-concept identification material included. The writers of the material represented a wide ethnic group. The fact-finding material was chosen carefully. The variety of writing styles for a single series was outstanding.

Rated 17 on a scale from 1 (low) to 19 (high)

THE AMERICA READS PROGRAM, by Robert C. Pooley, et al — Scott Foresman and Company

Adopted materials:		Publisher's Price:
Gr. 8	PROJECTION IN LITERATURE	4.71
	Teachers Resource Book	1.23
	Explication and Review A	.81
	Teachers Edition of avove textbook	.81
	COUNTERPOINT IN LITERATURE	4.71
	Teachers Resource Book	1.26
	Explication and Review B	.81
	Teachers Edition of above textbook	.81

Not adopted:

Vocabulary and Development Records A and B	9.90 each
Test/Review Book for Record Albums A and B	.30 each

Copyright Date: 1959, 1963, 1967

Curriculum Role: Literature

Publisher's Grade Level: 7-8

Student Audience: Average, Gifted

Instructional Approach: Poetry, Drama, Prose Fiction, Prose Non-Fiction

Emphasis: Selections from classical literature, folktales, poetry, biography, original writing by contemporary authors, ethnic or national emphasis

Related Materials: Vocabulary records and tests available from publisher, bibliographies at the end of each unit in student text and professional reading suggestions in teacher's resource book

General Description

Designed for 7th and 8th graders, Projection in Literature and Counterpoint are anthologies based on themes. A listing of the themes can be found under Scope and Sequence..

Three important sections are located in the back of the student text: Handbook of Literary Terms, keyed to the reading selections, a Composition Guide containing 32 lessons, and a Glossary containing all the information normally found in a dictionary.

In selecting contributions for the books, Robert C. Pooley, et al, set three standards: 1) the author has something to say, 2) that he says it well, and 3) that his thoughts be related to either the actual or vicarious experiences of students at this age level.

The Teacher's Resource Book is well organized and extremely complete. A Reference Section has nine essays on topics related to teaching reading and literary forms. The lesson plans vary according to the type of literature being studied. A typical plan includes the following elements: an overview of the selection; sidelights on the author, selection or related material; the assignment section for use before the students begin reading; and the development section, including discussion, answers to text questions, closing discussion, word study and the glossary. A vocabulary quiz and check test are also provided in the lesson plan.

Product Usableness

The content, in the opinion of the analysts, is accurate. Characteristics of discrimination were not considerations. All attributes of technical quality were rated high, including care in editing, clarity of presentation, prose style, grammar, economy of language, interest for the target population, quality of paper, printing and photography, binding, and all aspects of labeling. The price was considered fair.

Whereas no specific training would be required, it was felt a beginning teacher would need to prepare at least a week or two before using the text.

Goals and Objectives

The analysts listed four implied goals for the program: 1) literature must not only express human values and have artistic merit, it must also contain material for meaningful discussion; 2) the handbook of literary terms represents a unique approach to the study of literature as an art form through gaining knowledge of common literary terms; 3) purposeful reading is meaningful reading; and 4) by allowing students to think and talk about the ideas he encounters as he is helped to grow in his ability to translate literature into life and in his ability to read critically.

Objectives for each unit are specified in the teacher's book. An example, taken from Unit I of Projection is "Ability to recognize conflict and its role in fiction;" from Unit II, "Ability to follow the incidents of a plot and to recognize a plot pattern."

These goals and all of the objectives emphasize verbal knowledge, subject, cognitive, social, and affective skills and valuing at middle and advanced levels of complexity. They concern use of materials in an open classroom or in connection with readiness. Discovery, inquiry, experiential and inductive approaches are reflected.

Scope and Sequence

The basis for the scope is the acquisition of the same knowledge and skills at the same complexity levels as referred to under Goals and Objectives. Coverage is broad, in depth, and each student is presented with the same material.

The units are thematic. In Projection, the themes are: "Standpoint", "A Gallery of Heroes", "Poetry I", "The Outsider", "Yesterday and Tomorrow", "Poetry II", "In the Beginning...", "Parallels" and "Supplementary Articles." The themes in Counterpoint are: "Encounter", "Two Generations", "Values", "Poetry", "The American Romance", "The Well-Told Tale", "Heroes of Olympus", "The Diary of Anne Frank", and "Supplementary Articles."

Sequencing is specified by the editors and is developmental, chronological, a progression from simple to complex concepts, or determined by some other logic, depending on the unit. Entry into the overall sequence and into each unit is the same for all students.

Methodology

The methodology, like the approach to learning, is discovery, inquiry, experiential, and inductive. It is aimed at imparting the precise knowledge and skills referred to earlier. It requires active participation by students and makes no provisions for individual differences. The learning environment is left up to the teacher.

Evaluation

Diagnostic measures are not a part of this program. Criterion tests and student output as judged by the teacher are used for evaluation.

Overall Comment

According to the analysts, the goals and objectives, scope, sequence, methodology and evaluation are adequate. They felt the text was well suited for the above average student, but point out the vocabulary would probably be too difficult for the average or low student. The variety of selections contributes to the interest for the target population. There is concern that the volume of material per page would overwhelm even the more able student.

Projection and Counterpoint rated 19 by both analysts on a scale of 1 (low) to 19 (high).

THE GALAXY PROGRAM, by Stephen Dunning, et al — Scott Foresman and Company

Adopted materials:		Publisher's Price:	
Gr. 7	THRUST	4.65	t.g. 1.20
	FOCUS	4.71	t.g. 1.20
	TACTICS IN READING A	1.29	t.g. 1.29
Gr. 8	TACTICS IN READING B	1.29	t.g. 1.29
	(Teachers guide for B, by Olive Niles, et al		

Copyright: 1969 Trust and Focus, 1972 Tactics A, 1973 Tactics B

Curriculum Role: Literature, Reading

Publisher's Grade Level: 7-8

Student Audience: Slow, Average, Gifted

Instructional Approach: Poetry, Drama, Prose-fiction, Prose-non-fiction

Emphasis: Folktales, poetry, biography, original writings by contemporary authors, contemporary topics, ethnic or national emphasis, science-fiction.

Related Materials: Extensive numbers are described and suggested.

General Description

This collection of modern writings was developed by Stephen Dunning, et. al. with the rationale of presenting an anthology of high interest selections which deals honestly with life as it really exists. Tactics A and B are workbook-type nonconsumable materials with test pages that may be torn out which were developed primarily for students who are above average intelligence but are for some reason, underachievers.

Product Usableness

Characteristics such as racial, religious, sex or ethnic discrimination are carefully avoided. The quality of photography was rated average, as was labeling. All other technical qualities were rated high, including interest to target area, prose, grammar, clarity of presentation, binding and economy of language. The price was thought to be average. A week or two of preparation time is needed to use properly plus at least 15 minutes before each class session.

Goals and Objectives

The specified goals are: 1) To lead students to read more perceptively. 2) To think while they read. 3) To help students get the full emotional impact which literature can provide.

The specified objectives are: 1) To understand the purpose (main idea) of a selection. 2) Recognizing context clues. 3) Express personal reactions to actions or characters. 4) Relate ideas from the selections to own personal experiences. 5) Become familiar with 4 methods of word attack skills. 6) Learn to read for complete understanding and recall.

The goals and objectives reflect the need to acquire verbal knowledge, subject skills, cognitive skills and processes, social skills and understandings, affective skills and understandings and valuing at the basic, middle, and advanced levels of complexity, with perceptual-motor skills at the basic level.

They concern the use of materials in an open classroom and individual prescriptive situations, using a didactic, discovery, inquiry or experiential approach.

Scope and Sequence

The specified scope emphasizes the same knowledges and skills as stated above. Coverage is broad, in depth, and flexible, allowing for individual differences.

The sequence is specified and is a progression from simple to complex concepts. Entry points into overall sequence and separate units is differentiated according to individual abilites.

Methodology

The methodology is specified at times and left to the user at other times. It can be labeled didactic, discovery, inquiry and experiential, and usable in an open classroom, individual prescription, developmental status and the traditional classroom, with emphasis on the same knowledge and skills as stated previously. The time for completing the materials is fixed and pacing is determined by the teacher who may supplement or curtail the program.

Evaluation

Diagnostic and evaluative measures are supplied with the product, showing student progress or behavior, teacher judgements and criterion tests. Feedback to student and teacher would be the next day, within a week and even at longer intervals. The measures emphasize the same knowledges and skills stated above.

Overall Comment

The overall program seems very comprehensive. It should produce excellent results with average and above-average students. Too difficult for slow learners. Tactics A and B could be used alone. Very contemporary writings. The goals and objectives are too ambitious and confusing for pupils in the publisher's stated grade level.

The analysts rated The Galaxy Program 14 and 16 on a 1 (low) to 19 (high) scale.

AMERICANS ALL READING KIT, by Pocket Books Educational Staff — Simon and Schuster, Inc.

Adopted materials:		Publisher's Price:
Multi-Graded	AMERICANS ALL READING KIT (Contains 38 pocketbooks, poster, and cassette) Teachers manual for above kit	No price available

Copyright: 1973 -- Each book has its own copyright

Curriculum Role: Reading - Literature

Publisher's Grade Level: Multi-graded

Student Audience: Not specified

Instrucional Approach: Drama, Prose Fiction, Prose Non-Fiction

Emphasis: Biography, Original Writing by Contemporary Authors, Ethnic or Nation Emphasis, Contemporary Topics

Related Materials: Not mentioned

General Description

Americans All is an ungraded program designed to introduce students to the diverse strains that help make up American culture. It is composed of 38 pocketbooks, a teacher's guide, a cassette, and a poster.

The titles were selected to lead students to think about an important question: What is an American? The reading selections are not intended to answer that question. Instead, they are meant to show students that the question has many answers, that the term "American" has many meanings, and that diversity is a major component of this country's strength.

The purposes of the teacher's guide are:
1) To offer some general information about classroom libraries, and some suggestions about how to use this library effectively.
2) To provide capsule summaries of the content of the books.
3) To suggest various ways of grouping the books for the most advantageous use.
4) To provide suggested discussion questions and activities.

The cassette tape is designed to motivate student interest.

Product Usableness

The content of this program was deemed accurate and the analysts felt all characteristics of discrimination were carefully avoided. They state the publisher has made an obvious effort to cover all minority segments fairly, including women.

Most aspects of technical quality were rated average including care in editing, clarity of presentation, prose style, gramar, economy of language, paper and printing, binding, and cassette durability and safety. A high rating was given for interest to the target population and quality of the recording.

It was not possible for the analysts to rate justifiability of price as it was unavailable.

No specific training would be required, however the analysts felt a week or two of preparation would be required before using the program the first time.

Goals and Objectives

The major goals of the program are to introduce students to diverse strains that help make up American culture and to provoke students to focus on the question, "What is an American?"

From the suggested questions found in the teacher's guide, one can surmise the objectives. Some examples are: (1) to learn some general information about libraries, (2) to learn how to evaluate the role of each character in a story, (3) to learn how to evaluate problems posed in a story, (4) to learn to distinguish between the believable and unbelievable in stories, and (5) to learn how to evaluate the connection between pride and poverty in determining people's behavior problems.

These goals and objectives emphasize basic verbal knowledge and subject skills as well as cognitive, social, and affective skills and valuing at basic, middle and advanced levels of complexity. They concern use of materials in an open classroom or for individual prescription and reflect didactic, discovery, inquiry and experiential approaches to learning.

Scope and Sequence

Acquisition of the same knowledge and skills is the basis of the scope for this program. Coverage is broad and flexible in that students may start at different points and cover different materials. The analysts note there are more books on black history than any other; the next largest coverage was the Mexican-American group. No related materials are mentioned.

Sequencing is left entirely up to the teacher.

Methodology

The methodology is eclectic. The teacher's guide suggests three ways the program could be used: (1) make the books available without making any comments, (2) give students information about the books and let them read freely, or (3) use a structured approach. In the final analysis, it is up to the teacher to decide how the books best fit into the program.

Evaluation

There is no form of testing suggested in the teacher's guide.

Overall Comment

The analysts felt if properly handled by the teacher to create an interest and a healthy feeling toweard ethnic fairness, this program would be very exciting. The program could lend itself well to many types of reading situations in the classroom, which enhances its value. The fact that a teacher is given a choice of how it is to be used makes it more valuable. It could be used for discussion, individualized reading, contracts, etc. The analysts state that the quality of the literature is not extremely high, but the teachings are good.

Americans All was rated 11 and 12 on a scale of 1 (low) to 19 (high).

HUMAN VALUES SERIES **Steck-Vaughn Company**

Adopted materials:		Publisher's Price:	
Non-graded	ABOUT ME	3.96	t.e. 3.96
	ABOUT YOU AND ME	3.96	t.e. 3.96
	ABOUT VALUES	3.96	t.e. 3.96
	SEEKING VALUES	3.96	t.e. 3.96
	THINKING WITH VALUES	3.96	t.e. 3.96
	SHARING VALUES	3.96	t.e. 3.96

Copyright: 1973

Curriculum Role: Literature (moral and social valuing)

Publisher's Grade Level: Nongraded

Student Audience: Average

Instructional Approach: Prose-fiction, prose non-fiction

Emphasis: Original writing by contemporary authors, contemporary topics

Related materials: Limited number listed but left to the user.

General Description

This series of 6 non-graded, hardbound books was produced by James A. Brill, et al. and seems to fit the K-5 program. The author's rationale is: "The most influential factor in the development of an individual's intellectual potential involves his attaining realistic self-esteem and the respect of others in his attempts to satisfy his needs and wants."

Product Usableness

The purpose of the series appears to be to avoid all stereotyping. Illustrations are very well done and proportionately represent fairly all facets of society. Technical qualities rated average were care in editing, interest to target area and paper quality. All other areas were rated high; such as prose style, grammar, binding, labeling and economy of language. The price is average. Due to the nature of the material, the analysts felt it may be necessary to explain the program to parents at "back to school night". Preparation time and specific training were not mentioned by the authors.

Goals and Objectives

The specified goals are: 1) "The philosophy of this series is based upon the goals of a democratic society and stresses the role of the school in the shaping and sharing of human values. 2) "To make it possible for each child to achieve his highest potential in developing his creative and productive capacities."

The specified objectives are: 1) To increase reading comprehension. 2) Give instructions in moral practice and ethical standards. 3) Enhance the pupil's mental health. 4) Lead to the development of social skills.

The goals and objectives emphasize verbal knowledge, cognitive skills, social skills, affective skills, and valuing at the basic, middle and advanced levels of complexity, with subject skills at the basic level.

The goals and objectives reflect use in an open classroom and individual prescriptive situations, using a didactic, discovery, or experiential approach.

Scope and Sequence

The specified scope reflects the same knowledge and skills previously stated. Coverage is broad, in depth and fixed (each student is presented with the same material regardless of abilities).

The sequence is left to the user.

Methodology

The specified methodology can be labeled didactic, dicovery, and experiential for use in an open classroom, individual prescriptive situations, developmental status and the traditional classroom with emphasis on the same knowledges and skills stated above.

The methodology requires active participation but makes no provisions for individual differences. The mode of presentation is limited to print. Time for completion is variable and pacing of students through the product is determined by the teacher who may supplement or curtail the program.

Evaluation

No evaluative measures are provided or suggested.

Overall Comment

The analysts felt there was congruency throughout the series. They stated the application of values by the students might be one way the teacher could realize the impact of the series, and could be used with values clarification films and discussions. Each book does not depend on others in the series. The extremely high goals in the stories may cause frustration to students who cannot achieve them.

The teacher's manual is very explicit and highly motivating for teachers who feel the importance of teaching values in our schools. Human values are divided into 8 categories of needs and wants: Respect, power, wealth, enlightenment, skills, well-being, rectitude, and affection.

Both analysts rated the program 14 on a 1 (low) to 19 (high) scale.

READING

EARLY READING PROGRAM **Addison-Wesley**

Grade 1

A first grade teacher was interviewed about the use of the Early Reading Program, published by Addison-Wesley. The teacher rated the material better than average, with many areas considered to be excellent. The material used a basal approach which was very well developed. There was much reinforcement throughout the program. The teacher felt that the sequential organization was very strong. She liked the way the material repeated vocabulary as this was one way of providing reinforcement for learning.

The material was considered just right for the average student. It was best used in groups, and was not used as an individualized program. The Early Reading Program was very exciting to the students, who frequently commented on the readings and the artwork. Even the teacher enjoyed reading the books and preferred the series to any other that had previously been used for first grade! The only weakness mentioned was that there should be more reinforcement materials such as workbooks. The workbooks should be written as cleverly as the stories which they would supplement. The story content had high interest value.

Strengths of the material were listed as the artwork, the repetition of vocabulary, and the very natural type of progression used in presenting the vocabulary. The teacher described the style of writing as using nouns which was a strength, rather than the style in other texts as using an imperative such as "Come here...". These were the first words used in another program, whereas the Early Reading Program used first words in the series which were concrete and identifiable. For example, "Sun", "Grass", "Sky", and "Tree", were the first words learned on the first four pages. This was considered to be an excellent choice of words to be used in a beginning book. The words progressed equally as effectively into the first sentence. Thus students learn to read easily with comprehension--a skill so basic to reading.

There were no supplementary materials and the manual was not used. The teacher commented that the instructional activities were too difficult to find in the manual. She felt that the material worked best through the teacher's own efforts. There were no evaluation procedures and materials to use. The teacher felt that evaluation material should be included. To include these would be an improvement in the series.

In summary, the Early Reading Program introduced materials and developed vocabulary in a way which was well received by the students. There was excellent reinforcement in the material itself. This would be enhanced and more beneficial from workbook supplementation and some evaluation procedures. Students enjoyed making their own art in the same media as the books and the "cut and paste" exercises added good variety. Color names were immediately introduced and adequately reinforced. This made the material, as the teacher described, "an excellent beginning to read series".

Teacher Evaluator:	School:	District:
Erika Rigling	Cabrillo	Laguna Salada

THE LINGUISTIC READERS Benziger

Grade 1

A first grade teacher was interviewed about the Benziger series. She liked the pre primer, but did not like or use the more advanced books in the series. Because of this she felt that she could only rate the pre primers.

A primarily linguistic approach, the Linguistic Readers included some of the characteristics of individualized and language experience programs. This teacher considered the pre primer to be very good, but said that the other books were too tedious. She said that the authors fulfilled their objective of teaching phonetically. But, in an effort to do that, they often repeated too much, losing the interest in the stories to phonics. She felt that there was a definite scope and sequence to the skills presented in the series. She liked the workbook and its presentation of the skills. The teacher said that the organization of the skills, like the organization of management materials, was very practical and easy to understand.

This teacher said that the pre primers in this series were written on an appropriate level. She said that the first primer was a little too difficult and that every primer and book from there on was extremely difficult. It seemed that the children's reactions to the material was directly related to the level of difficulty. The children enjoyed the pre primer, but did not like the primers. The teacher felt that the level of difficulty was one of the prime weaknesses of the series.

According to the teacher, the series developed too rapidly after the pre primer. The books became too stilted and too tiresome. She described them as being stilted for phonics sake. This teacher found another weakness in the workbooks. The workbooks had no directions, thus all of the work was teacher directed. Because of this, the series did not provide well enough for individualization. The teacher saw the series basic strength as being its emphasis on phonics.

This teacher found that there were many suggestions for different language arts activities in the teacher's manual. She said that all of the different language arts areas were represented in the workbooks and readers. She had found that, through the media, the various learning modalities could all be provided for.

She found the teacher's manual and supplementary materials were very helpful. Her basic objections were the lack of directions for students. She said that she would like to see the workbook pages perforated so that they could be taken out more easily. She wanted more dittos made by the publishers. The teacher said that the evaluation procedures were fine just as they were.

In summary, the Benziger Linguistic Readers seemed to be good at the pre primer stage, but stilted and unusually difficult at higher levels. It was a linguistics series that had a strong emphasis on phonics. This teacher recommended that they be used only at the earliest stages in reading.

Teacher Evaluator:	School:	District:
June Buckout	Hoover	Redwood City

SYSTEM 80 Borg Warner

Grade 1

Teachers who had used the Borg Warner Systems 80 were interviewed.

The teachers described the system's approach as an individualized programmed sequence. They said that they felt the approach had room for improvement. The remedial program had a primary level approach, making it good for the primary age child but a little babyish for older students involved in a remedial reading program.

The teachers felt that the authors fulfilled their goals satisfactorily. They found the sequential organization of the skills to be good. There were no problems with this part of the program. They found the organization of the materials, on the whole, to be practical for use in the classroom.

The teachers said the material was generally good for student use. The children enjoyed the components of the series, punching the machine's buttons and looking at the pictures. As far as the stories themselves were concerned, the teachers felt that they should be on a higher interest level for remedial students. The level of difficulty was fine for primary students, but a little too easy for remedial students. They suggested that more difficult lessons for older remedial students be added to the series.

A basic strength of the program was its construction. The materials were very durable and easy to use. The materials were excellent for individualization, since they are constructed for use on a one to one basis. As far as a weakness is concerned, the teachers felt that the company needed to come out with more materials at a more advanced level.

Listening and reading skills are required in the use of the Borg Warner System 80. The other language arts skills, talking and writing, were not provided for. As for the various learning modalities, this system provided only for the audio and visual modalities.

The teachers suggested that the teacher's manual could be improved by more ideas for use of phonics, sight vocabulary and individual skill development in the primary grades. They felt the evaluation procedures were too easy. They said that the testing materials were very short and did not include enough examples. Thus they did not find the testing results as valid as they should be.

The teachers concluded by saying that the system was very expensive for what you get out of it. They felt that the software materials were very limited and of limited use. Teacher-made materials can not be used on the machines so there is no way to extend the materials. With this kind of format there were too few ways to adapt and adjust materials to individualized needs.

Teacher Evaluators:	School:	District:
June Faut	Hoover Rapid Learning Center	Redwood City
Anne Loushin	Roy Cloud	Redwood City

MONSTER SERIES/BREAKTHROUGH TO LITERACY Bowmar

Grade 1-3

A primary teacher was interviewed about the use of the Breakthrough to Literacy-Monster Series, published by Bowmar for Kindergarten. The teacher rated the material average to very good. Some areas were considered to be very poor, however. The teacher said the material used a language experience approach. She said that it did a good job in developing this approach. The only sequence noted was in the increase in vocabulary load. This was an increase in the amount of vocabulary and not necessarily in the difficulty of words.

The series was considered too difficult for remedial first grades, fine for second, and too easy for third grade. It was felt to be about right, though, for a below average second or third grade student. The students were very receptive and excited about the material. They enjoyed reading the stories and wrote new books of their own which, as the teacher described, "Surpassed the quality of the books they used as models."

A weakness in the series, found by the teacher, was that the stories lacked the better characteristics which are required to make good stories of high quality. The teacher explained that the stories "fall flat". They did not have a problem and a solution. They lacked an introduction, development and climax. These elements of good stories were found only in the follow up books which the students themselves had written. The appeal of the series was attributed to the illustrations, the unusual character, and the language which was used.

The material provided very well for individualization. It could be used in groups to begin with, and later used by students on an individualized basis. The teacher commented that the material would also work with contracts. Specific tasks could be invented to go along with the series, and if developed into a successful contract system, it could even be used beneficially in a low fourth-fifth grade class.

There were quite a few writing skills which could be developed in correspondence with the series. All of the language arts skills could be incorporated as well. The teacher did not use the series, though, for a language arts program as such. She wanted to develop reading skill first.

There were no instructional activities given in the teacher's manual. The writing suggestions that were included were felt to be practical. The suggestions for art activities were worthwhile.

In summary, the series was used as supplementary material for remedial grades. Used as a reading motivational tool, the series was well liked by the students and will be used again by the teacher. The possibilities for use have not been exhausted by the teacher, who said that the series could be used advantageously "in many more ways".

Teacher Evaluator:	School:	District:
Monica Kirkland	Pedro Valley	Laguna Salada

KEYS TO READING

Economy Company

Grade 1

A first grade teacher was interviewed about the Keys to Reading Series, published by the Economy Company. The teacher gave the material a very high rating. After identifying the basal-linguistic approach, which emphasized phonics and comprehension, the teacher stated: "It is the most logically organized phonetics program I have ever seen." She added that it was very thorough in its approach and suggestions for teaching the skills. The teacher felt the authors fulfilled their goals and objectives very well. The scope of content was open-ended. The sequence was very logically organized and well thought out. The constant reinforcement of comprehension skills was felt to be the program's most outstanding feature. There was no busy work to clutter it. The weakest part of the material was the reading readiness portion. Other than this, the materials and management procedures were great for practical use.

The student material was excellent. It enabled the student to go as far as he could. As the teacher said, "It takes the lid off learning." The students retain a great deal and there was little loss of what was learned when school was out for summer vacation. The material was a challenge for the average student. The well-developed stories were complex and the vocabulary was high. The slower student might not be able to get through it. However, even this teacher's slowest group had gained independent work skills. All of the students enjoyed the material. Many of these students come from welfare families and broken homes. Often they received little help at home. In working with the Keys to Reading Series they gained a much needed sense of success over something that they could do well. The pacing of the material and its organization helped the student to succeed.

Some weaknesses were found in the gaps which occur between books. The teacher must be prepared to fill these in. As mentioned above, the reading readiness material was found lacking in quality. It was not convenient to use. The remainder of the material was a very logically and carefully worked out phonetics program together with a strong emphasis on comprehension skills. This kind of training enabled students to gain early independence in reading. The teacher mentioned that there was never a need to tell the students how to spell a word. The very practical and useful pictionaries and dictionaries were all the aid that students needed to help with spelling when they wrote their own original stories. This strong feature was an aid to individualization. The teacher felt the program provided good aids for the individual. She felt that it worked best, though, in small groups of three or four. It was not really set up for individualization purposes, such as a kit for each student.

The materials provided for integrating the language arts. Listening was particularly well taught in the pre-primers. Speaking was also emphasized with a lot of vocabulary development. The teacher also made the comment that these areas were so well provided for that Spanish, Chinese, and Samoan speaking students all showed excellent growth and development.

There was an ample variety of instructional activities in the teacher's manual. There were very practical suggestions which could all be put to practical use, though they could become overwhelming. There were definitely enough suggestions which covered all of the learning modalities to meet the many needs of all teachers. Other comments about the recently revised teacher's manual were that corrections had been made. There were no more incomplete dittos and inaccurate page numbers. The new manual was well put together in ring binding. This binding was not as durable but was very convenient in handling and in folding over pages. The Spanish influence was good, but provision for Chinese-speaking students could be improved.

Evaluation procedures were specific and well coordinated with the text. It was found to be consistently good at each level. The materials, in general, were found to be so well set up that the teacher found time to check all the work the students had done each day, and had enough time to check individual stories which students had written.

The teacher was very satisfied with the series and preferred it to any other program previously used. The gradual pace was very good. It allowed students to sound out works at each stage of growth. Students became independent readers early, always enjoyed the fun stories, and retained what they had learned.

Teacher Evaluator:	School:	District:
Lois Schwinning	Hillside 276	South San Francisco Unified

REACH **Economy Company**

Grade 7

A seventh grade teacher was interviewed about REACH, a remedial reading program published by the Economy Company for intermediate grades. The seventh grade teacher rated the material as excellent. The material used a programmed approach which began with simple skills and built on that with a good progression into vowel sounds. The teacher said each lesson on vowels was taught two letters at a time for a contrast in sounds. This method of teaching was a helpful one in learning the sound of each vowel. The material was well organized and easy to use.

The teacher said that the material appeals to an earlier level than grade seven. She felt that if it had begun with a more mature approach, still concentrating on simple skills, the students would have been even more receptive to it. The material was described as being excellent for remedial students. The teacher used the material with ten older students. They enjoyed the program in spite of the fact that it was oriented toward a younger age group.

Strengths of the material were listed as the listening tapes, which students like to use in supplementation to the reading. The illustrations and the format of the book were also considered to be strengths of the material. The teacher said that the material "capitalizes on the better aspects of current appeal". There was clever use of character and setting. Personalities throughout the book and stories 'behind the scene' were all well developed. Also appealing to students was the fact that the books were paperback. This format did not remind the students so much of textbooks.

One impracticality involved in individualizing the program was the need for more equipment, including head sets for each student and a special tape recorder. If acquired, these materials would help turn the program into an individualized one.

In integrating the language arts, the program provided excellent listening skills which supplement the reading. Only writing skills are not well developed. The only writing by students are the one word answers to questions. The program is designed to keep reading, with its strong listening accompaniment, strongly emphasized.

The teacher's manual was not used, although the teacher said it provided well for the various learning modalities. Evaluation procedures used a repetitional approach, with just enough variation to keep students from being bored.

In summary, the teacher felt the program kept interest at a high level for students. The students enjoyed the reading, the tapes, and the mechanics involved in working the tape recorder. The teacher would like to see more of the material developed and suggested that another book on spelling and punctuation would be an excellent addition to the program, described in itself, as being: "A very successful project for remedial students".

Teacher Evaluator:	School:	District:
Lucretia Axtell	Cabrillo	Laguna Salada

CLUE MAGAZINE Educational Progress Corporation

Grades 5-6

Two teachers were interviewed about the Progress Corporation for sixth grade. The teachers rated the material as excellent. The material used four approaches including basal, individualized, linguistic, and programmed. The approaches were all developed very well. The teachers were not familiar with all of the author's stated goals and objectives, but felt that some of these at least were fulfilled. The program assumes though at the beginning that students must have some knowledge of English.

The strength of the sequential organization was that it remains interesting for the students. The organization of materials or management procedures for practical use were not good unless classes were able to buy individual, consumable books each year. In other words it was important for the students to be able to write in the books.

The material for the student was described as excellent. The magazine comic book approach stimulates interest, and the stories, or subject matter were all very interesting to read. The material was about right for the average student. The teachers divided the material into the following categories: Book One was too easy for the average student. Books 2 and 3 were about right. A weakness of the material was the need for an additional book for advanced students so, as one of the teachers said, "All may enjoy this high interest material". This kind of material should be available for both average and bright students.

The teachers both said that the material again was "excellent" in providing for individualization. They explained that the material can only be used by one student. Provisions were given for integrating the language arts in the listening and reading areas only. Speaking was in the form of repeating the words given on tape, which wasn't a particularly creative exercise for developing speaking ability.

One teacher was unfamiliar with the teacher's manual and one teacher said that it was confusing. Directions were unclear and did not coincide with student material. The teacher's manual needed strengthening.

Evaluation procedures also needed improvement and the teachers suggested that test sheets, which can be copied, be provided for students. Answers should be listed separately. Ditto sheets for tests had to be re-typed which made the tests inconvenient to use. Another suggestion for improving the magazine was to provide a kit which would keep the magazines together.

In summary, the material was excellent for students. The magazine comic book approach was very effective. Many suggestions for improvement were listed. One other suggestion was to provide answers for the Clue magazines so that the teacher did not have to listen to the tapes each time in order to check what the student has done.

Teacher Evaluators:	School:	District:
Patricia Yencho	Garfield	Redwood City
Catherine Bates	Garfield	Redwood City

GINN 360 MANAGEMENT

Ginn

Multi-graded

One teacher was interviewed about her use of the Ginn 360 Program. She gave it a general rating of excellent. She described the program as having a Gestalt basal approach including characteristics of linguistic and language experience approaches to the teaching of reading. She felt that the non-graded levels rather than grade designations was excellent. The teacher said the goals and objectives were realistic. This teacher described the Ginn 360 Program as a strong series in sequential skill building and decoding. She found its scope and sequence of skills to be well planned and highly correlated to the particular district goals where this material was being piloted. The teacher felt that the material was organized very well. It was a practical system with a well developed record keeping process. The series allowed for individualization and creativity.

With the use of levels instead of grade level designations, their own individual level whether or not it is the same as their grade level. Therefore, the material is generally suited to the instructional reading level independent of his grade level. The children seemed to enjoy the series, taking part enthusiastically in the activities. The activities were both varied and innovative.

When asked about the strengths and weaknesses of the program, the teacher said the only weakness was a lack of filmstrips and tapes. Otherwise, she found numerous strengths in the series. She felt that the skills retention section, the build-in diagnostic-prescriptive unit, the combination of language and reading skills, and the management system were particularly strong. She also felt that the level approach and the Gestalt approach kept the series from being limited. She felt that, along with the many provisions for individualization, these strengths made the series particularly good.

The Ginn 360 program had four strands. Each strand covered one of the language arts areas. The series had auditory and visual areas and was particularly strong in the area of speech at the lower grade levels. The teacher felt that the manual made adequate provision for the various learning modalities. But she felt that even more use could be made of the learning modalities if there were more games and manipulatives. She said that the supplementary materials that were available were good, but more were needed to provide the necessary variety needed for reinforcement.

The teacher was pleased with the teacher's manual and evaluation procedures. She said a cross-reference index to the skills taught in upper level books would be helpful. She said that the tests included in the program were very thorough and gave reliable information regarding the student's progress. The teacher was completely sold on the series and said that the best advice she had for anyone starting the series was to trust it and use it as directed.

Teacher Evaluator:	School:	District:
Mona Dawer	Anne Darling	San Jose Unified

Kindergarten

One teacher was interviewed who had used the SWRL program published by Ginn for Kindergarten. The teacher rated the material as very good. The material used a decoding and blending phonetic approach. The author's stated goals and objectives were well fulfilled. The scope and sequence were clearly delineated in the area of decoding. There was a need though for more comprehension work in the early part of the program, and more vowel exercises later in the sequence. The organization of materials and management procedures were described as being very practical for the teacher to use. The teacher explained that materials were conveniently put together in a card file which made it very accessible.

The material was appropriate for all students at the beginning of the program. Once the elements were learned, the brighter student had no difficulty in getting through the remainder of the material. The program was not used with everyone. A concentrated language approach was felt to be more appropriate to use with the less mature students. The material was enjoyed by all students who used it. There were humorous stories about animals, all of which were considered up-to-date and clever. The fact that each student got a book of his own to keep was also very appealing.

A weakness found in the material was that the teacher had to provide the majority of supplementary enrichment activities. This included tapes, games and booklets for reinforcing the language art component. Another weakness in the program was that there were not enough beginning books at the beginning of the school year. At the end of the year there was too large a surplus of books that students were not able to finish. This situation would be remedied if the books were purchased individually rather than as sets.

The program was strong in phonics and in its appeal to students. It was used for individualization work with the top group of students. The teacher explained that it worked well. However this was largely through the extensive efforts of the teacher, who supplied the tapes, made puppets and gave students an opportunity to work on plays of their own.

The instructional activities in the teacher's manual were described as good, although too cut and dry. Suggestions for games were weak and were soon exhausted. The manual gave practical suggestions. However the supply, and the extent to which ideas were developed, were limited. Suggestions in the manual were very misleading concerning the amount of extra work and materials which must in fact, be provided by the teacher. Other comments about the teacher's manual were that it did not provide adequately for the various learning modalities. Provisions for the student were deficient in the area of word attack and letter names, particularly for the average and below average student.

Evaluation procedures were strong, especially in the use criterion tests. Following criterion testing, the parent aides helped tutor students with practice exercises. This procedure provided for very thorough reinforcement.

In summary, the program was rewarding, especially in its appeal to students. As the teacher said: "It is a strong blending and decoding program for Kindergarten and not a first grade program which has been watered down." There is a summer program for students who finish the series that parents may purchase. This includes posters and different books. Many parents bought this follow-up summer program. Such follow-up work provided reinforcement and strengthened the child's readiness for reading in first grade.

Teacher Evaluator:	School:	District:
Beverly Urquhart	Ortega	Laguna Salada

THE BOOKMARK READING PROGRAM Harcourt, Brace, Jovanovich, Inc.

Multi-Graded

In evaluating the multi-graded Bookmark Reading Program published by Harcourt Brace, the seven teachers interviewed rated the material from very poor to excellent. These ratings closely corresponded to the teacher's individual grade levels.

All of the teachers said the Bookmark Program had a well-developed basal approach. Some teachers felt it could be used as a combination basal-individualized approach. One first grade, one second-third grade and one fourth-fifth grade teacher perceived it as a basal-language experience approach. The linguistic emphasis does not go far enough, it needs supplementing with phonics material. The authors failed to reach their phonics goals.

All of the teachers said the scope and sequence of skills was well done. They felt there was excellent reinforcement especially in the area of vocabulary drill. A fourth-fifth grade teacher described the vocabulary as well presented in the written exercises of the workbook and in the stories from the reader with follow-up in the workbook. Three of the teachers commented that the material was too oral, needed more comprehension writing skills in the workbook, more writing drills with vowel sounds, more dictation, and more spelling work.

The teachers generally agreed that the strength of the Program was in the high interest appeal of the stories. The stories were well written, up-to-date and mature enough for students. The artwork with its many colorful drawings and sketches was appealing. The teachers said the students read and reread the stories with obvious enjoyment.

Difference in opinion about the materials, at the different grade levels was partly attributed to the increasing difficulty of materials. At the first grade level, the pacing was good. Only a little new material was presented at once. Those students who had a strong phonics background in kindergarten found the material too easy. At the late second or third grade level, the material became abruptly difficult. A fourth grade teacher commented that the textbook was frustrating to the students. Another fourth grade teacher commented that the students enjoyed the new and different stories but they disliked the skills lessons. The skills lessons were too long and too difficult to understand. The material was definitely geared for top ability level. Even with high-achieving students, the material was too difficult for the majority.

With the increasing degree of difficulty at each grade level, individualization became progressively harder to implement. Only the two first grade teachers felt that the slow pace and reasonable work load made the material advantageous to individualized work. The fourth-fifth grade teachers said the material was geared for such a high level that it provided "very poorly" for individualization.

The manual made good provision for integrating the language arts. It contained many good ideas for teaching skills in varied ways. However, some teachers said the language was verbose and the manual was poorly written. Often it did not match the skills pages.

Supplementary dittos were used successfully by fourth-fifth grade teachers. One first grade teacher felt the series did not include enough study cards and the supplementary library needed more stories. Another didn't use the supplementary materials at all. One first grade teacher felt that the supplementary materials were all very good. One of the teachers used dittos and skills books satisfactorily for enrichment purposes. Another teacher found that the supplementary work was inconvenient and the workbook covers came off after only a few months of use.

The majority of the teachers felt that evaluation procedures were very good. The fourth-fifth grade teachers felt that the evaluation procedure was an outstanding feature of the program.

Teacher Evaluators:	School:	District:
Joyce Butkus	Ponderosa	South San Francisco
Margaret Thompson	Foxridge	South San Francisco
Thelma Henderson	Franklin	Burlingame
Joan Hillyard	Franklin	Burlingame
Jean Turri	Franklin	Burlingame
Cheryl Wayne	Franklin	Burlingame
Anonymous	Highlands	San Mateo

DESIGN FOR READING SERIES Harper Row

Multi-Graded

In evaluating Harper Row's Design For Reading Series, a revised reading program for first grade, the teacher interviewed gave the material ratings which varied from very good to excellent. Only study skills were listed as average.

The teacher felt the material used a basal approach which emphasized phonetics. The material developed this approach completely and thoroughly. This approach was all that the teacher used. There was, as the teacher said, "more than enough materials to choose from." That the author's fulfilled their goals and objectives was evident enough in the interest shown by students. The students were highly motivated and anxious to find out what happened each day. The series wholly captivated their attention. The scope and sequence followed a very logical order which was felt to be both "reasonable" and "practical." There are no obvious breaks or transitions in the sequence which is very subtly devised. Skills work is never over-emphasized at any phase. That vowels were not taught until second grade level was considered to be a good factor.

All ability levels could work with the material. One advantage was that it didn't matter where a student started in the series. The students' reading readiness preparation was a critical factor, though, in preparing them for the program. If preparation is weak upon entrance to first grade, then the material is more than likely to be too difficult. Students will soon, however, become fluent with the material. The degree of enthusiasm over the materials depends, for a large part, on how enthusiastically the teacher presents the materials.

Strengths of the new, revised materials were found in the remarkable improvements over the old program. The illustrations, for example, in the old materials were outdated. The stories themselves have a much higher appeal to the students. Another strength was found in the way a new word is introduced, both in context and as a picture clue. The Content Reader was also used to the benefit of students who could profit from extra materials.

Being basically a basal reader, it was felt that the program could not be considered to be an individualized one. The teacher, however, did use the supplementary materials for individualization. Also used for individualization purposes were the follow-up writing suggestions given in the teacher's manual. The teacher's manual also supplied many guides to integrating language art activities. Linguistic exercises for speaking and reading were worthwhile, as well as were the activities which corresponded to story content. It was felt that an experienced teacher would not be as dependent on the manual as a new teacher might be. In any event, advice for using the manual, given by the teacher, was, "pick and choose."

The supplementary materials were felt to be ample, and allowed for discriminating usage. The teacher used the basic workbook with some students, phonics with others, and used the duplicating masters with the low group at the beginning of the school year. Because there was such a variety of supplementary materials to suit student's individual needs, the supplementary materials were used for individualization in an otherwise totally group-oriented program.

The evaluation part of the program was not used. The teacher felt that a teacher's own judgment serves as the best form of evaluation. Knowing how well students are doing from their workbooks and from their readings was considered to be evaluation enough.

In summary, the revised program was felt to be very exciting due to dramatic differences between the old and the new materials. Student's enthusiasm for the updated stories and supplementary materials was felt by the teacher to be the most valid judgment of the program. The teacher concluded by saying that there was always a lot of choice in the program, which was felt to be "all inclusive, in meeting both students' and teachers' needs."

Teacher Evaluator:	School:	District:
Mary Jonsson	McKinley	Burlingame

MIAMI LINGUISTICS Heath Company

Grade 3

A third grade teacher was interviewed about using the Heath Company Miami Linguistics materials. The Miami Linguistic materials were described as excellent, but inconvenient. The teacher said that the program really works, but the organization of the materials with the numerous books and manuals made it too bulky to handle and manage. The teacher seemed to feel that the program's strengths outweighed its inconveniences.

The Miami Linguistics programs started with the most simple linguistic concepts and worked along to progressively more difficult concepts. At the beginning of each lesson, the authors set specific goals and fulfilled them during the course of the lesson. In order for the program to work, the teacher must follow the series as outlined. If he does so, he will find that there is a definite scope and sequence of skills. The skills are taught in progressions, each progression consisting of several small steps. Because of the repetition involved and the very small increments of learning the series is almost fail proof.

The series was successful with the children primarily because the interest level was geared to the level of difficulty. The children worked at a level that was easy and appropriate for them, mastering the skills one by one. Thus no child got in over his head but was successful. The children enjoyed the stories and read them with great interest. The pupil's material was very well done and most successful.

The teacher said that the series' weaknesses were in the teacher's manual and the management of materials. The materials were poorly organized, with no key to use in checking student's work. In addition the manual page numbers did not match those in the pupil's books. There were no work cards or games to use as supplementary or reinforcement material. Sometimes different names were used for the characters in the stories.

An added disadvantage was that there was no one teacher's manual. Instead there were twenty-one separate manuals, one for each booklet. There was no checkoff sheet or profile for the children to record their progress. The children had to learn a coding system before they could actually use the program. The teacher summed it up by saying that the program was too cumbersome and unorganized to be really practical.

The Miami Linguistics program was basically an individualized approach linguistic reading. The children moved at their own rates. This allowed each child the time he needed to master each booklet.

Since the program was geared toward helping children with language problems, it was well rounded in all of the language areas. The workbooks contained suggestions for all kinds of activities. They stressed oral language, and tried to help in development of the children's speaking and listening skills. The series covered the various learning modalities, using all of them thoroughly. Although the series was originally for children with language problems, it works very well with all children.

The teacher said that the supplementary materials and evaluation procedures were not what she would like. The tests were complete, but they had no directions. This makes it very difficult for the children in taking the tests because they are left on their own to guess what to do to answer the questions. The teacher said no supplementary materials were available. However, it would be very desirable to have some such materials recommended.

Teacher Evaluator:	School:	District:
Terry Roberts	Slater	Mountain View

BASIC READING

Holt, Rinehart and Winston

Multi-Graded

One teacher was interviewed about her use of the Holt Basic Reading System. The teacher said that the Holt Basic Reading System was an excellent approach to reading. She felt that the series had a basic basal approach, but combined characteristics of individualized, linguistic and language experience approaches. She was very pleased with the series. One strength of the material was that each teacher could use the series in her own way. The teacher felt that the goals of the series were met extremely well, particularly when one considered the interests and abilities of all children.

The teacher felt that the series had an adequate scope and sequence of skills. The series started out by convincing the students that they needed to like reading. While they were convincing, they were also teaching the basic skills. By the time a student liked reading, he has learned the basic skills that he needed to begin reading. The art work as well as the format have a wide appeal to all students. This teacher felt that skill organization was one example of the logical, easy to follow way that the materials were organized.

Since the program was organized in a nongraded way using designated levels, each child read at his own level. Most students found the material interesting. Most of them could relate easily to the stories and activities. Because of this they were motivated to read more. The teacher believed that this was one of the program's strengths. She also said the flexibility of the program and the provisions for individualization were strengths.

The teacher's manual to the Holt Basic Reading Series provided very well for the different language arts areas. Material which integrated the various language arts areas of study was seen as a real asset. In the manual activities and skills were divided into groups by the different learning modalities. The teacher was then able to look up the activity under the heading and plan a well balanced program. The manual was well organized, clear and easy to follow. This also allowed her to prescribe to individual student's needs.

The teacher was very happy with the related materials. She described them as being fantastic. She said that she and the other teachers were all completely sold on the supplementary materials including the teacher's manual.

The evaluation procedures were rated as excellent. This series included diagnostic, placement, achievement, and criteria reference tests. Since the school where the series was used did not use tests, not all of the tests were used, and could not be rated.

In summary, the Holt Basic Reading series was well written to meet the needs of all children. It is a stimulating series for children that builds their interest in reading and is versatile enough to be used in any classroom.

Teacher Evaluator:	School:	District:
Barbara Schubert	Sherman Oaks	Campbell Union

DISCOVERIES Houghton-Mifflin

Grade 5

Two middle grade elementary teachers were interviewed about Houghton-Mifflin's Discoveries program. Both the fourth and the fifth grade teachers rated the material as excellent. Both of the teachers felt the material used a basal-individualized approach. It was felt that the material has an exciting format, different from other basal approaches, yet accomplishing the goals well, in an individualized, self-paced direction. It was also felt that the objectives chart in the Teacher's Guide which proposed to cover given areas, succeeded in its thoroughness. There were no criticisms of the scope and sequence, which was felt to be well organized and built on previous experiences within the series. This gradual building was further aided by the timely reviews which came every four or five pages.

The organization of materials, or management procedures, for practical use was excellent. It required an allotted amount of time each morning to do it justice. The student material was good in that it was self-directed, and as one of the teachers put it, for the student. Aside from three or four sections, students checked themselves. The work was programmed, yet it was superior to the monotonous tendencies of other programmed materials. That it allowed for individualization and creativity was its superiority.

That the material provided so well for individualization was its strength. The fourth grade teacher explained that the program began with group work, and moved step by step toward individualization. The fifth grade teacher described this process in further detail. First was one meeting with the class as a whole. It is teacher directed only once. Then the meeting is broken into small groups, and finally, after approximately one month, the students were completely on their own in a wholly individualized program. Both teachers agreed that the material was best suited for the average and above average student. Though directions were self-explanatory, the vocabulary level was high in student workbooks. This level of vocabulary was a struggle for some students to master. Students enjoyed the materials. They like them so much they work on them even during their free time.

The materials covered a wide range of language arts skills. The fifth grade teacher said that this program should be treated as a language arts program. It required a minimum of two hours devoted to it daily. The language arts provided for in the skills workbook were set up in complete lesson form in the teacher's guide. The guide was very thorough in the instructional activities given, which allowed very positively for conclusions to be drawn by the students. Questions were open-ended, with no right or wrong answers. Teacher were always to seek individual opinion rather than pat answers.

Teaching suggestions were found to be very practical by both the fourth and fifth grade teachers. These suggestions always considered that each student's experience and knowledge was a worthwhile contribution.

Other comments about the teacher's manual were that it was conveniently color-coded, and that the spiral binding made it easy to handle. The fifth grade teacher explained that it was set up for each student conference and that it clearly described what was expected from the students at each conference meeting. This was used in conjunction with a student progress chart. The fourth grade teacher remarked that it wasn't set up well for the student conferences. These became somewhat difficult to manage and this was considered to be one weakness in the program. The only other weakness in the materials, mentioned by the fifth grade teacher, was that workbooks are expendable.

There were no supplementary materials to go along with the program. The fifth grade teacher felt that the program did not need tapes and the like, to make the series a strong one. She had this to say about it: "There is no need for a multi-media program to make the program exciting."

Tests for the basal reader were oral. The workbooks provided immediate reinforcement procedures with work to be checked by the students, or by the teacher. All answers could be written in different ways, and each student's own individual interpretations were to be valued for their uniqueness.

In summary, the Discoveries series was felt, by both fourth and fifth grade teachers interviewed, to offer a valuable experience for everyone involved with it. It was an ideal program for an open classroom setting. It moved gradually toward individualization. It was always controlled, for students were required to check back with the teacher. And it allowed for a great deal of freedom, which was never misinterpreted to mean, "Everybody doing his own thing."

Teacher Evaluators:	School:	District:
Darnell Williams	Washington	Burlingame
Naomi Tuxford	Roosevelt	Burlingame

Multi-graded

One primary and one upper grade teacher were interviewed about the Houghton-Mifflin Interaction Language Arts Program. The reaction of the teachers to the total language arts series was most favorable, particularly at the earlier grade level. The primary teacher gave the material the highest rating possible in all areas except media. Standards for quality and durability of media materials were felt to be poor. The seventh-eighth grade teacher hadn't rated the material quite as favorably as did the earlier grades teacher but gave the Interaction materials a much higher rating in the area of media materials. He agreed that appeal of content for students, instructional strategies for the teacher, and individualization were as strong as was the primary teacher's ratings.

Both teachers felt the material used an individualized approach which could be combined with other approaches, for instance the language experience approach. The seventh-eighth grade teacher felt that the advantage of the material was that the approach was free and open, with no set pattern. This gave students unlimited freedom of choice, opportunity to use the material in a relevant manner and allowed for individual differences.

The authors fulfilled their stated goals and objectives very well. The teachers said students never felt forced into reading or doing what they didn't choose to read or do. The seventh-eighth grade teacher said that there was no set sequence. The primary teacher agreed that if there were any sequence it was of the student's own make-up. The primary teacher said that the wide scope which covered five areas of free choice for students provided lots of materials with which to work. A lot of this material was manipulative and provided for physical activities. The teachers felt this was an important asset of the program. Comments about materials or management procedures for practical use were that these were "Great" and "Excellent". The primary teacher said that the five activity areas, including a listening center and attractive display cases, were set up for the students. Both teachers felt a definite strength of the program was in the practicality of materials. For example the organization of the program around activity areas and listening centers geared to individual students was most helpful.

The primary teacher felt positive about the materials for students, especially because it meant something to the students. The jump rope jingles, writing experiences and the stories which they became involved in, were invaluable. The seventh-eighth grade teacher said that there was favorable reaction by his students also. The newness of the materials made them unsure of it at first, but once they became familiar with it, they accepted it. There were some students who did not enjoy the materials. The main reason for this was that some students were used to being told what to do. This material provided for students to use their own initiative. The difficulty of materials varied. The seventh-eighth grade teacher felt that the material was of most interest to the below average students and helped some of the slower readers. It also motivated the above average. The primary teacher felt the material was about right for the average student, although it could not be considered easy.

The two teachers found different weaknesses in the material. The primary teacher found the material was not as durable as she wished. The books were thin and had to be replaced, or reproduced, annually. Another weakness mentioned was that phonetics and word analysis was not provided for, and had to be taught separate from the reading program. The seventh-eighth grade teacher, on the other hand, found no weaknesses in physical aspects or in the materials themselves, but in the approach. This teacher felt that students needed to be taught to work in this new and independent manner. He felt this, in a way, defeated the purpose of the program.

Both teachers agreed that the strength of the material was that it "comes from the students". The basis of the program was, as the title implies,"interaction", which it admirably accomplished. Both teachers felt that it provided such a wide range of reading materials and activities that it interested all levels of students in a variety of ways. Some of the activities in the primary program include writing, reading, acting, and making things, for instance, telephones and the like. Self-motivated, the students were always totally involved in what they were doing, and as the seventh-eighth grade teacher said, "It freed the teacher to work on a closer basis with students". The primary teacher said that the activity cards sometimes had to be read to the student and the teacher must act as a stimulus. She also said the program provided for a student-directed classroom. Both teachers felt the independence which were developed in the students was most desirable.

The seventh-eighth grade teacher said there was no need for a teacher's manual because the program was student oriented. The primary teacher felt that the manual, which she used all the time, was

INTERACTION (continued)

"fantastic". There were many detailed and worthwhile suggestions that adequately provided for the various learning modalities. These were conveniently written up in ready-to-use Lesson Plan form.

Both teachers felt that the supplementary materials were all excellent. The seventh-eighth grade teacher used the tapes which corresponded to the readings. The primary teacher also used the tapes in addition to the card games, tapes, stamp pad and board games.

The evaluation procedures were also felt to be very good. The seventh-eighth grade teacher felt that the emphasis on self-evaluation well fulfilled the author's goals. The primary teacher commented that evaluation procedures assess the amount of readings by each student. They stressed that it evaluated only quantity not quality. Both agreed that after knowing students well enough, this latter area could best be evaluated by the teacher.

The teachers at each different grade level liked the student-directed approach. The primary teacher felt that the interest and involvement couldn't be better. The emphasis on group cooperation, after an activity was chosen on an individual basis, was felt to be very good. It was particularly of value in a combination class which provided enough different reading and interest levels to meet every student's individual needs. The seventh-eighth grade teacher said that what he used was excellent, and added, "Any teacher could use the material."

Teacher Evaluators:	School:	District:
Jack Prejza	Burlingame Intermediate	Burlingame
Catherine Payne	Belle Air	San Bruno

Multi-Graded

Five primary teachers were interviewed about the Laidlaw Experiences in Language Program.

All of the teachers were very excited about the program and said it was an excellent approach to language arts studies. They said it was a very enjoyable way to teach children to appreciate language. The Laidlaw program does this through an oral approach. The teachers felt this approach was very interesting for the children. They said that it used many varied approaches to teach each skill, reaching many modalities in a colorful, exciting way.

The goals and objectives of the program were well done. Teaching children to like oral language resulted in the development of good listening and conversational skills. One teacher said that her children, after one semester on the program, can now converse in a logical, thinking way. Other teachers spoke of how the program was self-motivating. The children enjoyed what they are doing so much that they can't wait to participate in more of the activities.

The scope and sequence of skills was done very effectively, presenting skills in such a way that the child thinks he is playing a game. The sequence was especially good, providing children with the knowledge needed to learn a skill. The teachers said that sometimes the book's activities needed to be supplemented. They felt that the program was organized in a very practical, easy to follow manner that could be used in any classroom.

The students enjoyed the materials very much. There were several reasons for this. The teachers felt that a good deal of the children's enjoyment could be explained by the children's success. Each page had activities that all of the children were successful with. The series was written on a level that all of the children understood. The lower-achieving children were doing more creative, interesting work in the program than the higher achievers. The high achievers were less creative and answered in more stereotyped ways.

The teachers found that the basic strength of the program was in its self-motivating approach. The children felt the material was very enjoyable. Because of this, they liked using the materials. The chief weakness is in the area of writing. The teachers felt that the program needed to include more work in sentence structure, alphabetizing, and dictionary skills. They also felt that the children could use more drill and examples. One teacher said that the emphasis on oral language meant that less attention was given to the more formal exercises and drills. However, teachers beginning with this program should know the approach used and what was emphasized. The teachers said this program was not easily adapted to individualization. It was a good program for use in groups.

As far as integration of language arts areas, the program provided for all but the kinesetic areas. Since the program was basically oral, it included very little writing. Otherwise, the series provided well for the different learning modalities.

When asked about supplementary materials and evaluation procedures, the teachers were unable to reply. They have no other materials and feel that the tests would contradict the philosophy behind the series. They did say that it would be interesting to have tapes to go along with the series.

The teachers were extremely enthusiastic about the series. When asked what advice they would give to other teachers, they said simply: "Enjoy it."

Teacher Evaluators:	School:	District:
Shirley Lackore	Oster School	Union Elementary
Colette Yancey	Oster School	Union Elementary
Sue Griffiths	Oster School	Union Elementary
Milli Lupfer	Oster School	Union Elementary
Betty Muzzy	Oster School	Union Elementary

FAST WHEELS READING SERIES **Leswing Press**

Grade 8

One seventh-eighth grade teacher was interviewed about the Leswing Press Fast Wheels Series. She rated it as a good supplementary reading series. It is a high interest series used basically with low-achieving students. She found that it was a good supplementary series for students who don't like to read. She felt that the authors fulfilled their goals beautifully because the students read the series willingly and with understanding. The teacher felt the series was well organized as an individualized series for a specific group of students.

The teacher found that interest, among boys especially, was very high. Because the students were interested, they read the stories eagerly. The students found that the stories were at a level that they could easily understand in spite of their usual difficulties with reading. Thus the motivation of success was a strong factor. The teacher considered the high interest level of the series along with the built in provisions for individualization as the greatest strengths of the series.

The series weaknesses were in the skill area. The series did not require the student to do anything but read. Therefore there was very limited need to use the facts obtained or to develop reading comprehension skills. The series was really a good, interesting book; few skills were developed. It did not provide for different learning modalities. Suggestions for supplementary materials were not included. However, overcoming students' reluctance to read was a prime need for the middle school. Thus material which met student interest and acceptance gained a large plus rating. Within the limitations of the material it was well done.

Teacher Evaluator:	School:	District:
Sue Mobley	Southwood Junior High	South San Francisco Unified

BASIC READING SERIES **Lippincott Company**

Multi-graded

Two primary teachers were interviewed on the use of the Lippincott Basic reading program. The Lippincott program used a variety of techniques in reading. This series included characteristics of language experience, linguistic and programmed approaches. It had a very strong phonic or linguistic approach. The teachers using this series had a great deal of success in its use. One teacher described it as a very thorough approach to teaching reading. Both teachers felt that the authors fulfilled their goals and objectives extremely well. They said that the series was well sequenced dealing with a wide range of skills.

The linguistic strand was well done. A strength of the program was the consistent spelling of sound patterns in the early books. This made it possible for beginning readers to develop skill in decoding at an early point in learning to read. Writing was an integral part of the early reading program. This practice or reinforcement of linguistic principles gave young children added power in learning to read and to write.

On the other hand, comprehension skills were poorly developed as a basic part of the program. There was little development of comprehension skills past the factual recall level. More attention should be given to critical reading skills such as understanding inference, cause-effect relationships or the application of knowledge to other situations.

The workbook needed more practice pages included. This was partially alleviated by the Code books that added reinforcement skill material for student use. The teachers said the materials, especially the texts were hard to handle because they do not stay open when in use. The stories were dull and too long to hold student interest. Too many stories are seasonal. More variety needs to be included.

Students in the top and average reading groups had no difficulty with the material. It was on an appropriate skill level for them. Children who had difficulty reading had a great deal of trouble with this series and needed supplementary help especially as they moved up through the grades. The vocabulary load got progressively heavier. Thus teachers had to add much supplementary material and move at a slower pace for the student who finds reading hard to master.

The series was fine for group work but did not work well with an individualized program.

The teachers found that the series did not stress language arts enough. One teacher said that the series required the children to write, but it did not allow them to be creative. They said that the series provided for different learning modalities only for average and above average children. They felt that there was not enough supplementary language arts work, but what was there was good. The teachers felt that if the teacher's manual were better organized, then they might be able to make more use of the suggested activities.

The teachers were very enthusiastic about the evaluation procedures that come with the series. They said that the tests were excellent. Since they were difficult tests, the children scored under what they might score on other tests. In spite of this, the tests were challenging and complete--both teachers highly recommended them.

Because the program proceeded at a rapid pace, teachers had great responsibility for the students' successful mastering of skills. Thus, inservice for the teachers was deemed a must when the program was first introduced in the district. Districts considering the Lippincott Reading Program should take this inservice need as a basic requirement for successful implementation.

Teacher Evaluators:	School:	District:
Priscilla H. White	O'Connor	Ravenswood
Trina Roach	Kavanaugh	Ravenswood

BEGINNINGS **Lippincott**

Kindergarten

Three teachers were interviewed about their use of the Beginnings program for kindergarten, published by Lippincott. The three teachers rated the material as excellent. Each felt that an individualized language experience approach was used. Two of them considered it linguistic also. One labelled it basal, another, programmed. Overall opinion was that the material was well sequenced, developing in a logical, varied, and exciting way. In presenting the phonics part, consonants were taught first and then the vowels. Work on each sound, one letter to a book, was taught. Then a blending of the sounds was presented. This was consistent in its well chosen order of presentation.

The organization of materials and management procedures for practical use was described as fantastic by two of the teachers. One explained that each student having his own book and box kept the materials intact. An inconvenience found by one of the teachers was that the paste-on stickers don't stay. The pages are too thin, and the print from previous pages interferes with those that follow.

The material is appropriate for the average, though geared for the bright student. Students who were immature in hearing sounds, particularly middle and final sounds, could not get through the series. One teacher decided to use a pre-Beginnings program for these students. Then they could benefit from the written stories, fables, and listening tapes. This would increase the students' comprehension, ear training and coordination skills further. All ability levels benefit from the clear directions, that were given in a bright, pictoral, and tactile format. The material was suited for individualized work, particularly with the self-check system of evaluation.

The supplementary material was all-encompassing in its integration of the language arts. The teacher's manual offered good suggestions throughout, including poetry lists, books, music, art, dramatics, and games to use. Suggestions for improving the teacher's manual included writing down the length of listening tapes, listing page numbers for skills, concepts, games, and projects and providing an alphabet book for the teacher with directions for each letter all in one book. One teacher felt that the start-right paper and lined slates should be included. Another felt that the books should be available individually, rather than only in sets of seven. Since there was a section in the back of the book written in Spanish and English for parents' use, one teacher suggested that the program be made into a bilingual one.

In summary, the teachers felt the program had explicit enough suggestions for new teachers and teacher aides yet flexible enough for use as a readiness or full program. The teachers could work with the material to the creative enjoyment of students and teachers.

Teacher Evaluators:	School:	District:
Marnell Richardson	Skyline	South San Francisco Unified
Loretta McClurg	Belle Air	San Bruno Park
Loverill Berry	Costano	Ravenswood City Elementary

YOUNG AMERICA BASIC READING PROGRAM Lyons and Carnahan

Multi-Graded

Two teachers were interviewed about the Lyons and Carnahan reading series. The first grade teacher believed the program was excellent, but the sixth grade teacher was not quite as enthusiastic.

The teachers said the program used a basal-linguistic approach and included language experience activities. They felt it would be very useful in an individualized program. The authors fulfilled the goals and objectives of the program. There was a well designed and ordered scope and sequence of skills. Phonics and other linguistically oriented materials seemed extremely good. The materials were organized in a practical, usable format.

The program worked well with average and high-achieving students. Other students had problems. The student material is too difficult for low achievers.

Most of the students enjoyed the stories and couldn't wait to read the next story. However, the older students were bored with the workbook lessons.

The teachers found the program was weak in comprehension and supplementary activities. The basic strength was in its adaptability. The program can be easily adapted so that each student can work individually, mastering each level before he moves on to the next.

The teachers felt the program did not provide adequately for the development of listening and speaking skills. The addition of tapes to the program might strengthen it in this respect. The Lyons and Carnahan program did not provide for learning modalities. The teachers said the manual was complete and easy to follow.

The Lyons and Carnahan evaluation procedures were excellent. These procedures were very helpful for diagnosis and placement as well as for prescriptive instruction. The suggestions for record keeping of the students' progress throughout the year were a practical help.

Teacher Evaluators:	School:	District:
Anne D. Loushin	Roy Cloud	Redwood City
Bob Rewak	Roy Cloud	Redwood City

SULLIVAN PROGRAMMED READER McGraw Hill

Multi-graded

A teacher of Educationally Handicapped middle grade students was interviewed about the use of the Sullivan Programmed Reader, published by McGraw Hill for grades 1-6. The overall rating of the material was average to poor. The material used a linguistically programmed approach. The sequential organization was good in that it did not move too fast and word patterns were not too repetitious. The materials were found practical and convenient to use.

The material did not arouse much interest in the students. It moved slowly for them, but the stories were too immature for the average sixth grade student. The myths were always enjoyed. The stories build upon one another and the material improves later in the sequence but the general reaction to the material, by students, was unfavorable.

The teacher felt that the weakest part of the program was in story content, especially values and role identification. These were, as the teacher described, "sexist" in viewpoint and only slightly worse than the material's inaccurate portrayal of blacks. The program was misleading, in that there was no oriental element in the content.

The sequence in linguistic work patterning was a strength of the material. Another strength was the individualized programming portion. The material was programmed for students to work at their own pace.

The programmed material was not used as a language arts program. The teacher used the material, for variety and for oral reading. The teaching suggestions in the teacher's manual competently provided for the various learning modalities. The teacher did not use the manual. The suggestions given for improving the manual were: condensing it and allowing for more flexibility where Spanish members of the classroom were concerned. The supplementary story books had helped to encourage and reinforce recall. This was most necessary since few comprehension skills are developed.

In summary, the teacher found the materials to be adequate. A few strengths were listed, though, in general, values were felt to be very poor. The teacher described a typical example from one of the stories which illustrated the sexist viewpoint of the material: "Ann was frequently to be found clumsily dropping jars of jam on the floor, while making peanut butter and jam sandwiches for her brother."

Teacher Evaluator:	School:	District:
Gloria Hogan	El Rancho	South San Francisco Unified

ENCHANTED GATES: SHINING BRIDGES **Macmillan Company**

Multi-graded

A second grade teacher was interviewed about her use of the multi-graded Macmillan Reading Program, published by the MacMillan Company. The teacher, who used the books Enchanted Gates and Shining Bridges, rated the material as excellent. The material used a basal-linguistic approach which was considered suitable for an individualized program. The teacher said the phonics work was good. There was a carefully developed sequence of skills involved in teaching sentence structure, direction following, comprehension skills, and in the testing procedures as well.

A separate book listed the author's stated goals and objectives. These were well fulfilled in the program. The scope and sequence built upon prior knowledge with a good review built into each lesson. The material was practical and easy for a teacher to follow.

The student material was colorful, well planned, and well organized. The specific direction, such as, "put on 'x' over", and "put a '✓' on" were clearly and simply stated, and very easy for students to understand. The teacher said, however, that the reading program is geared for a student with a good language background and that it is best used for average and above average students. This type student enjoyed the interesting and challenging stories.

The illustrations were a weak part of the program. The teacher suggested that the illustrations should be updated and could be further improved by including pictures of Blacks and Orientals. This latter fault in the illustrations was restricting in that it limited the area in which the material would find favor. The teacher felt there was a need for more sentence structure at the 3rd grade level. This would include incorporating new vocabulary words into full sentences similar to the 1-2 grade material rather than merely listing new words. There was a large gap between the 3rd and 4th grade levels. As a result the average student found it difficult to make the transition from one book to the next. Similar gaps exist in later books. This was a weakness in the program.

The format makes excellent provision in the early material for individualizing the lessons. All four language arts areas, listening, speaking, reading, writing, are included. The weakest area is in the listening portion of the material. The instructional activities in the teacher's manual were good. These included remedial as well as enrichment activities. The teacher suggested that a spiral binding for the workbook's manual would improve its durability. The manual for the textbook was fine--durably bound.

The supplementary material and the evaluation procedures were described as "excellent". The fifteen page booklet of evaluation procedures was used for placement. The teacher said the tests break the material down so that the teacher can tell what area the student finds difficult.

In summary, stories are challenging and interesting and cover a variety of topics. The teacher's manual is explicit and the supplementary material and evaluation procedures are outstanding. The material provides an excellent reading program for students with a good language background, but, as the teacher said: "It is not geared for inner city schools".

Teacher Evaluator:	School:	District:
Elyse Laugesen	Glen Oaks	Millbrae

Grade 1

Three teachers were interviewed about the use of the Categorical Sound System, for first grade, published by Motivational Learning Programs. The three teachers rated the material as excellent. Each felt that an individualized approach was used. Two of them considered it a linguistic-language experience also. One labelling it phonetic; another programmed. Overall opinion was that the material developed its approach in a clear, varied and very thorough format, though one teacher felt that there was not enough repetition of comprehension concepts.

The authors fulfilled their stated goals and objectives very well. There was a definite scope and sequence of skills. Two of the teachers felt that the long vowels being taught before the short vowels was helpful. The emphasis on hearing the sound before naming the letter was also the preferred arrangement. They felt a need, however, for more materials on the short vowel sounds. Suggestions for improving this area included more drills in the workbooks, more dittos, particularly at "F" level, and more motor activities and games. The other teacher felt that there could be more review and follow-up activity. She preferred that short vowels be taught before long vowels.

The organization of materials and management procedures were described as being very practical and convenient to use. Two of the teachers were concerned that the consumable materials were unnecessarily elaborate. This situation, they suggested, could easily be remedied by using less expensive paper.

Because the material was so well adapted to an individualized program, it was considered to be adequate in meeting the demands of each student's ability level. Students could find their own level, and looked forward to reading the next book on that level. All of the teachers said that the material was highly motivating. The experience eliminated competetiveness among the students. It was described as success-oriented and constantly provided positive reinforcement.

The teachers all agreed that the instructional activities given in the teacher's manual were good, and that the program provided for the eclectic use of the various learning modalities. They felt there was not enough drill on short vowel sounds at "F" level. One of the teachers also felt a deficiency in other areas. For example there were too few suggestions for games and other extra activities. Another said the manual was practical only if the teacher had all the necessary materials on hand. This teacher did not use the manual at all.

Supplementary materials included picture cards which two of the teachers felt were very good. One teacher, who felt that the picture cards were not that valuable to use, said that dittos should be provided. More transitional materials, such as creative writing were needed. Extra stories, without pictures, were supplied through the teacher's own efforts to meet the demand for more comprehension skills.

There were no apparent evaluation procedures found in the materials. All of the teachers felt that evaluation was built-in and came from teacher's own observations. One teacher used the books for diagnostic tests, another mentioned that it would be more convenient if post tests for each book were included in the materials.

In summary, the teachers felt that more work with short vowel sounds, and more comprehension skills would improve the program. Another improvement would be to decrease expenses by either using less expensive paper or creating re-usable workbooks. There were few supplementary materials to work with but the teachers improvised. The materials used with the program were successfully incorporated into a very worthwhile program. This was enjoyed by both students and teachers.

Teacher Evaluators:	School:	District:
Wendy Painter	George Hall	San Mateo City Elementary
Gail Turner	George Hall	San Mateo City Elementary
Donna Carpenter	George Hall	San Mateo City Elementary

CORRELATED LANGUAGE ARTS PROGRAM **Open Court**

Grade 1

Two teachers from first and second grades were interviewed about their use of Open Court material. They rated the material as excellent. The material used an individualized approach at the first grade level. Individualization was incorporated less at the second grade level due to the increasing difficulty of the material. The second grade teacher, therefore, felt that it was more appropriate to label the material as a decoding-phonetic approach. The teachers both said that the approach which taught long sounds before short sounds, and included social studies was basic and all inclusive in fulfilling the author's stated goals and objectives.

The material was very practical. However neither teacher had used the file box system which provided cards for the alphabetical listing of stories read by the students. The first grade teacher recorded this list on a chart on the wall. This was as practical, if not more effective than the file box system.

The students enjoyed reading the books. The first grade teacher found that as soon as students could read the stories, it was a very rewarding experience for them to take the books home. The proposed procedure of introducing the material to the students was most practical and workable. Total group participation for one hour was very difficult to maintain. The first grade teacher explained that in this hour, it required lots of dramatics to keep the student's attention. A shorter period might be advisable.

Strengths in the program were that materials were colorful. The approach used in teaching the alphabet was effectively different. The teacher said that much learning was involved in the process. For example, included in the picture for the letter "d" was the idea of the sound of someone knocking on a door. The drama of this idea represented the sound of the letter "d" much more effectively than the mere explanation that the letter "d" is the beginning sound of the word "door".

The first grade teacher said that setting up learning centers provided very well for individualization. Activities with the alphabet, for example, included alphabet puzzles, alphabet tracing paper, alphabets made of sandpaper, and alphabet boxes which students used in making up sentences. Also included as individualized activities were working with sentence strips and word matching exercises.

A procedure which reinforced what students had learned in a learning center was a dictation exercise which emphasized hearing the sound of the words. Rather than merely saying the words, the teacher would sound out the beginning, the middle, and the ending sounds, which students would hear, repeat, and spell. Dictation was effective. The dictation exercise could be performed by the students, either individually or in pairs. Rather than erasing their errors students circled their mistakes. This was felt to be a better procedure. Blue pencils were available for use in checking. However the students liked to use these special pencils for all their work. Another reinforcing follow-up exercise was a word list which was sent home to the parents. Parents were also supplied with flash cards. Thus the children learned the words much faster because of the added practice at home.

In summary, the teachers felt that the program was well organized and easy to follow. Working with the program showed good results. As the first grade teacher said, "All students are reading." The second grade teacher added, "In continuing with the program, students became better readers."

Teacher Evaluators:	School:	District:
Anna Streicher	Foster City	San Mateo City Elementary
Betty Winslor	Foster City	San Mateo City Elementary

PHOENIX READERS Prentice-Hall

Multi-graded

One teacher working with a special reading class was interviewed about the Prentice Hall Phoenix Reading Series. The series was excellent high interest low vocabulary reading material. The teacher felt that this skills' oriented series was very well done. It was a good reintroduction to basic skills for older students who had failed to master the basic skills. The teacher felt that the author's projected skills were well met. However, she couldn't speak about the long term goals because she hadn't used these materials long enough.

There was a well developed sequence of skills. Each level of the series introduced certain skills which became progressively harder from one level to the next. The teacher found the materials to be organized in a very practical manner. They were easy for all of the students to use and understand. The simple, realistic approach is refreshing.

The students had little difficulty with the Phoenix Readers. Since this was a high interest skill building series, the students were learning a great deal while enjoying the stories. The student related readily to the stories. Most of the students found the photo reader to be very interesting. Most students accepted the action reader and took it in their stride.

The teacher found few weaknesses in the series. She believed that there was a very hearty emphasis on comprehension and not enough phonics work. She said that she hadn't used the program over a long enough time to give a complete evaluation.

The teacher was much quicker to describe the strengths of the program. She liked the way that skills were intermingled instead of taught in isolation. She also liked the method of learning through the context of the stories. The teacher also approved of the skills taught and the vocabulary used. She was very pleased with the print set and said that it was set in normal print in spite of its emphasis on basic skills. The teacher was also pleased with the adaptability of the series. She said it could be easily adapted by teachers for an individualized program.

The teacher felt that the series included good supplementary materials. She said that these materials, when used in a classroom situation, would provide for a good basic language arts program. She said that the teacher's manual suggested many different approaches and provided for various learning modalities. The games and wide variety of creative new activities were most helpful and different from the run of the mill variety of activities. The many ideas for teacher made instructional materials were most welcome and highly relevant to the program. She was generally pleased with the teacher's manual. She said it was durable and adequate.

The teacher did not use the evaluation procedures that came with the series and could not comment on them. However, she did say that individualized tests with follow-up teaching suggestions were provided.

In summary, this was a self-motivating reading series that used up-to-date materials. It provided a good foundation in basic skills work for older students. The materials were very interesting and the students enjoyed them very much.

Teacher Evaluator:	School:	District:
Nancy Troxell	Roy Cloud	Redwood City

RANDOM HOUSE READING PROGRAM Random House

Non-graded

A fifth grade teacher was interviewed about the use of the non-graded Random House Reading Program, published by Random House. The teacher rated the material as very good to excellent. The material used an individualized approach. It was developed in a way which allowed all of the 50 books, levels 2 through 6 grade to be introduced to all the students. The program provided for all ability levels ranging from below to above the class median. In using the material, students could choose freely from any level they wished.

The organization of materials and management procedures were very good for practical purposes and daily use. The teacher explained that a survey card was used to teach students information about the index, table of contents, and copyright. There were ten questions for students to answer before going ahead with the reading. A record of the material read was kept in a folder. After completing a book the student could then choose another book to read. There was never any pressure on students to finish the books. All students read at their own pace. The teacher described the program as not unrealistic in allowing a completely individualized approach.

Since students could choose, the level was always appropriate for each of them. Some students began by choosing books which were below their level. These students would soon gravitate to their own level. Students entering the program who were less than enthusiastic about reading usually left the program with a very positive attitude of involvement.

A weakness in the material was found in some of the teaching suggestions given in the teacher's manual. For example, there were five cards which were to be used. The teacher chose only three of these. One card provided for clubs to be formed by students who had read the same materials and had similar interests. The teacher felt this activity was an unnecessary one. The teacher did not use the vocabulary card either. Students were asked to write difficult words on the vocabulary card. Later they were to look up these words in the dictionary. The teacher found that the students did this type of dictionary work on their own. The card only became a difficult chore to them. In other words, it was just another thing they had to do and not necessary.

The teacher questioned the evaluation procedures. The teacher said that sometimes there were multiple choice questions with the answers given in one word. The material provided answer cards which were to be given out to each student. The teacher said these proceedings were unrealistic. Some of the questions were very difficult and the teacher felt that it would be natural to assume that students would refer to the answers for assistance. Because of this assumption, the teacher kept the cards and did not allow the students to use them.

The teacher felt the program was very worthwhile when used as one facet of a reading program. The teacher explained that the material would not be as effective if it were used more than twice a week. One day a week was sufficient when the students first entered the program. Most activities were practical. The teacher said that the material would be used again, for it was very successful in getting everyone involved in reading.

Teacher Evaluator:	School:	District:
Norm Luna	Belle Air	San Bruno Park

DISTAR READING I-II **Science Research Associates**

Nongraded

A first grade teacher was interviewed about using the SRA Distar reading system. She found it to be a very good approach to the teaching of reading. The teacher described the program as excellent individualized linguistic instructional system. The teacher felt that the program fulfilled all of the author's separate goals. She also said that it was an excellent remedial program for older and beginning kindergarten children. The teacher felt that the sequence of the series was excellent because it builds up, little by little teaching one skill after another. Unfortunately, the sequence of skills was limited to the needs of the program. The organization of the series was described as average. The teacher went as far as to say that the system was difficult to organize and that each teacher needed to work out her own management system.

The teacher found that this system was too easy for the better readers, but good for the average and lower than average readers. The students enjoyed the series immensely. The teacher went as far as to say that she had never had a turned-off student.

The teacher found many more strengths to the program than weaknesses. The only weakness she found was in the kindergarten program where aides were needed to give extra help. She felt that the program was strong because it was sequential and systematic. It did not provide for incidental teaching, leaving no loopholes. The teacher felt that it was a good supplementary program that provides success for the children. Another strength of the series was its provisions for individualization because it met each child's needs. The teacher felt that SRA Distar was an especially good program for bilingual children.

As this was a strictly phonic reading program, it did go into other language arts areas. It made provisions for the auditory and visual areas of learning but not for the other learning modalities.

The teacher offered suggestions to the teacher's manual. The SRA Distar program came with no supplementary materials. But the teacher did feel that the program was a good basic approach to reading.

Teacher Evaluator:	School:	District:
Barbara Gorden	Sunnybrae School	San Mateo City

THE NEW OPEN HIGHWAYS READING PROGRAM Scott, Foresman Company

Multi-graded

Three primary teachers and one fifth-sixth grade teacher were interviewed about the use of The New Open Highways Reading Program published by Scott, Foresman Company. The primary teachers rated the material poorest at the first grade level, excellent at the second grade level, and average at the third grade level. The first and second grade teachers felt that the material used a linguistic approach. The third grade teacher felt that a variety of approaches were used. The teachers agreed that the material was well developed, particularly in the area of phonics. The third grade teacher explained that letter sounds were accurately taught by combining letters. For example, the letter "f" was taught as the sound for "ph" in photograph and not as the letter "f" in the word "of" which is not the "f" sound.

The middle grade teacher believed that the material in the series was well done. She said the vocabulary and comprehension skills were presented at a slow enough pace at the beginning of the book for easy mastery by students reading a little below grade level.

The teachers agreed that the material had appeal for students. Strengths in the material were the interesting content, and the very attractive and artistic way the material was put together. The photography was excellent. There was a difference in opinion concerning the difficulty of the material at each grade level. The first grade teacher said that the brighter students enjoyed reading the stories, though there was not enough material for them. The average first grade student found the material difficult. The second grade teacher said that the student material was versatile enough to use for below and above average students. The third grade teacher said that students enjoyed the material which stimulated conversation, discussion and thought, though it is too easy for the average third grade student. The middle grade teacher felt that one of the more important advantages of the series was its level of difficulty. Since the material began below the grade level for the students, they were able to read the stories and hence were more interested in reading. The students reacted very favorably to both the book and the workbook. The teacher felt that the students might be even more attracted to the material if it included more game-like activities. She felt that the real strength of the series was the interesting stories and related activities.

The series was not basically an individualized approach to reading, but it could be adapted by using teacher-made materials. The second grade teacher said the material which was short, quick, and easy to handle was ideally suited for individualizing. The first grade teacher said that the material was impossible to use for individualization for the students had to be carried through the material from page to page. That is, the teacher must work with the students in order for them to successfully complete the assignment. Workbooks were unrelated to the books. This did not make the program easy to individualize.

The materials or management procedures were very good for practical use. The second grade teacher liked the size of books and preferred the short stories. The third grade teacher agreed that the material was compact and easy to use. The first grade teacher felt that the material is very impractical to use and explained: "There is too much boardwork and not enough seatwork".

A weakness in the material according to the first grade teacher was that there was not enough word drill. Another weakness was that the names given to characters in the stories were poorly chosen. The third grade teacher mentioned that the sentence structure was very poor. Sentence fragments were given as model sentences. The middle grade teacher felt that more emphasis should be placed on teaching grammar skills. She felt more exercises for reinforcing grammar skills should be provided.

The primary teachers felt that the teacher's manual, which provided lots of suggestions, should be used with discrimination for many of the suggestions were too time consuming. The middle grade teacher felt the teacher's manual left much to be desired. She felt that it had little appeal. The material presented was uninteresting and often unchallenging to the students. It made little provision for the different learning modalities. The teacher felt that the instructional activities included in the manual were not relevant nor very useful. She, therefore, did not use them. The manual did not include enough work in the various language arts areas. In other words more material was needed for the teacher to develop a more total language arts program.

The first grade teacher said that the evaluation tests were in the form of three multiple choice words which were to be matched to a picture. The teacher felt that this procedure was not a reliable technique to use for it did not evaluate whether or not the students had learned the words. On the other hand the middle grade teacher said the tests gave her a real understanding of the students needs.

In summary, the material was attractive in appearance. Very different opinions concerning the degree of attractiveness were voiced by the first and second grade teachers. At the first grade level a weakness was in the lack of materials. The teacher described the program as being super supplementary material but not the basal program which it was intended to be. The second grade teacher felt that the material made an excellent basic reader and said that the strengths were to be found in the way the teacher used the material. The middle grade teacher was pleased with the stories and workbooks. She felt the students' interest in the stories and their appropriate level of difficulty made the series worthwhile for students who needed a slower approach to the reading text. The teacher did not like the teacher's manual and related materials and did not use them.

Teacher Evaluators:	School:	District:
Lee Ellithorpe	Cinnabar	Union
Joan Poor	Cinnabar	Union
J. Faley	Cinnabar	Union
Adele Stone	Roosevelt	Redwood City

SCOTT, FORESMAN READING SYSTEMS — Scott, Foresman Company

Multi-graded

Four teachers were interviewed about the Scott, Foresman Reading Systems.

Although they had been using the Scott Foresman Reading Systems for only five weeks, the teachers generally found it to be a good series. The teachers agreed that the series approach was a basal one, although one teacher said that the readiness materials were eclectic with a good linguistic basis. All of the teachers stated that a real evaluation of the author's goals and objectives was impossible because of (1) the short time they had used the materials and, (2) lack of the workbooks. One teacher claimed that the workbooks were so much a part of the program that she could not fairly evaluate the author's goals and objectives without them.

The teachers found the scope and sequence of materials covered in the series to be very comprehensive. They said that it got more difficult and complex at each level. They stressed that they would know more about this once they had used the system for a longer period of time.

The materials included a great deal of information. One primary teacher found the material clear and practical, but an upper grade teacher said that it was clumsy. It was interesting to the students. The teachers said the students enjoyed the stories and the illustrations very much. The material was developed on the appropriate levels for the children. The teachers tested the children to see which level they should be on before supplying the reader. Then the teachers taught the students on that level. As a result all the children were reading at a level which was confortable for them.

Each teacher told of a different weakness in the material. One primary teacher wanted more storybooks and a list of alternative stories. A middle grade teacher found the vocabulary development to be poor. An upper grade teacher felt that the teacher's manual was the series greatest weakness. Several teachers said that there was just too much material. Others considered this a strength. Other strengths of the program included the interest level of the stories, vocabulary used in the upper grade books, the attractive illustrations, good comprehension development and the Read-Aloud Anthology.

The teachers did not feel that this series was intended to be used as individualized material. They said, however, with all of the available materials, individualization would work. Most of the teachers said that the series provided for great movement within the class because of the system of levels and wide variety of materials.

All of the language arts skills were well provided for in this series. The teachers liked this part of the program, but said that they would have to spend a great deal of time on the program to make it worthwhile. While they said that various language arts skills were provided for in the systems, they did not feel that they could use the series for their entire language arts program. The teachers felt that learning modalities were all provided for in the teacher's manual. The suggestions were interesting and worthwhile and included the various modalities. Supplementary materials related to all the learning modalities. The teachers found these materials to be excellent.

All of the teachers seemed let down by the teacher's manual. They found it confusing. They suggested that it would be easier to follow if the stories were not divided up as they were. One teacher felt that the manual was not necessary because the annotated version of the student's book was so complete. The teachers agreed that the manual contained many good ideas but was too confusing to follow.

Because of the short time that they had been using the system, the teachers were not able to use all of the evaluation procedures. They used only the placement test but found it to be good. They stressed that they had only used the series for a short time, but had had good results.

Teacher Evaluators:	School:	District:
Nancy Brock	Roosevelt	Burlingame
Joan Danilovich	Roosevelt	Burlingame
Diane Guay	Roosevelt	Burlingame
Albert Gilpatrick	Roosevelt	Burlingame

APPENDIX

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Science Research Associates
1540 Page Mill Road
Palo Alto CA 94304
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Palo Alto, CA 94304
Creig Ross
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One West 39th
New York, New York 10018
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212-695-1020

Steck-Vaughn Company, Publishers
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Don L. Stephens, Representative
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25 Groveland Terrace
Minneapolis, Minnesota 55403
John Dickerson, Director
612-377-5855

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REACTION SHEET

The authors would appreciate hearing from readers so that, if this project is repeated, the product will be of maximum value.

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Stamp

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